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This three year experimental project used a multiagency approach to provide intensive counseling services for pupils with behavior problems in grades 7 through 12. The cooperating agencies were the public schools, Juvenile Court, Vocational Rehabilitation Division, and the Department of Public Welfare of Tulsa, Oklahoma. The 171 selected students were enrolled in a supervised study course one hour of the school day which provided special group and individual counseling. A matched control group remained in the regular curriculum with the usual counseling services available to them. Attendance, grade point average, attitude, school offenses, and court referrals were the variables used to evaluate the project. Statistical analysis showed only a small difference in the number of school offenses for the experimental and control groups. This lack of objective findings in support of the project may have been due to an unequal matching of groups and the use of variables not sensitive enough to measure change occuring. The staff of the project agreed on the effectiveness of agency coordination. (NS)

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A Cooperative Program for the Alleviation of Juvenile Behavior Problems

Prepared by
the Oklahoma State Department of Education
Division of Juvenile Behavior Problems
GLEN K. WALLACE, Project Director
August, 1968

A COOPERATIVE PROGRAM FOR THE ALLEVIATION OF
JUVENILE BEHAVIOR PROBLEMS—AUGUST 1968

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OKLAHOMA
STATE DEPARTMENT OF EDUCATION
OKLAHOMA CITY, OKLAHOMA

Final Report on Research Grant Titled, A Cooperative Program For the Alleviation of Juvenile Behavior Problems*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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by Research Grant No. RD 1855-G from the
Vocational Rehabilitation Administration**

**DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Washington, D. C., 20201**

By
GLEN K. WALLACE
Project Director
August, 1968

FOREWORD

The State Department of Education is pleased to present this report as a product of three years of intensive research and analysis. We trust that it offers a factual and objective evaluation of the multiagency approach for alleviating juvenile delinquency and will serve as a practical blueprint for enabling our State to attain leadership in interagency collaboration.

It is difficult to agree on the most desirable curriculum, the correct sequence and proper content of instruction for being effective in teaching youth exhibiting severe behavior problems. Moreover, rapidly changing concepts of welfare, corrections, courts, vocational rehabilitation and education would soon make such prescriptions obsolete.

This study offers suggestions for a multiagency, multidiscipline design for alleviating behavior problems effectively. The organizational structure of this report is recommended as an effective approach to get the right service, in the right place, in the right amount, and at the right time by utilizing the resources of four agencies of government. Therefore, this is not a detailed report on the educational curriculum but rather an operational pattern.

Each agency of government has its own mission by legislative mandate but this operational pattern helped each agency accomplish its mission more effectively. This interagency program meets new demands placed upon the schools, courts, welfare and vocational rehabilitation in inner-city areas by offering youth greater accessibility to educational opportunity and success upon which to build positive attitudes toward the school experience and prestige among their teachers, peers, social workers, legal officials, and parents.

D. D. Creech

State Superintendent
Department of Education
State of Oklahoma

INTRODUCTION

Purpose

This investigation was designed to compare the effectiveness in alleviating behavior problems by conventional guidance and counseling services of a public school, a department of welfare, a department of vocational rehabilitation and a juvenile court with that of an intensive, planned and coordinated guidance and counseling program characterized by interagency coordination.

Need for the Research

The major responsibility for correcting behavior problems remains with parents. However, the schools are responsible for what may be called a recognition, corrective, preventive, and influencing function. The schools have to take most of the responsibility for reversal tendencies, faulty learning habits and in many cases emotional imbalances and social maladjustments. The fact that many children have hearing, emotional, learning, and other health problems is often discovered in school. The school also should note early signs of undesirable habits that may be forming and undesirable ways of reacting that grow out of emotional immaturity. After discovering the child's needs, the schools are responsible for providing needed services and to involve other agencies furnishing such services. This research project worked to coordinate with other agencies in getting the right service, in the right place, at the right time, in the right amount, for the benefit of the individual with behavior problems or the maladjusted student.

There are children in every school whose varying degree of behavior problems prevent their profiting fully from the program of activities planned for the average or normal child. The cycle is a vicious one, with the child as the victim. Unless special facilities can be provided and these delinquent or pre-delinquents offered an opportunity to adjust more effectively to the demands and norms of society in a way they feel (they must be reached), the agencies have failed in their efforts to stop the trend of schools offenses, vandalism, theft, absenteeism, lack of self-control, lack of respect, institutionalization and teenage crime.

Findings

This investigation did not conclusively establish the efficacy of the interagency approach of intensive, planned and coordinated guidance. However, the coordinated counseling services of the four agencies were effective in improving significantly the grade point average for students exhibiting behavior problems with a low measured intelligence in the inner-city, poverty area of Tulsa, Oklahoma. It may be concluded that the experimental group had greater accessibility to educational opportunity. Furthermore, it may be concluded that the interagency program design shows promise for meeting some of the new demands upon schools in inner-city areas and for assisting youth with behavioral problems.

ACKNOWLEDGMENTS

Appreciation is expressed to Dr. D. D. Creech and Mr. Earl Cross, of the State Department of Education, for their support of this project. A special recognition is due Dr. Paul McCloud, Director of Research, Tulsa Public Schools and Mr. Barney Ratzlaff, Project School Counselor, Tulsa Public Schools, in their extensive and unselfish contribution to this report.

This investigation could not have been completed without the stimulation and planning of Mr. Lloyd Rader and Dr. Ted Baumberger, Department of Welfare; Mr. Voyle Scurlock, Mr. Lowell Green, Mr. James West and Dr. Harold Viaille of Vocational Rehabilitation; Judge Dorothy Young, Judge James H. Griffin, and Judge Homer Smith of the juvenile courts and Dr. Charles Mason, Dr. Byron Shepherd and Dr. Roger Duncan of the Tulsa Public Schools.

Profound thanks is expressed to Dr. William M. Usdane, Chief of Division of Research Grants and Demonstrations, Department of Health, Education and Welfare, Vocational Rehabilitation Administration, Washington, D.C., and his staff in the financial and professional support of this investigation.

A very special acknowledgment should go to these teachers and counselors for their efforts in this study: Dan Broughton, Bob Callen, George Thompson, Arlo Lindsey, Charles Moore, Earl Chrisman, Joe Coleman, Luther Elliott, Floyd Butler, Leonard Parker, Farris Stevens and Bill Amoss, the project psychologist.

Sincere appreciation is expressed to the most proficient and gracious project secretaries, Mrs. Charline Forsythe and Mrs. Irene Westgate.

This project stimulated two doctoral dissertations. "A Study of the Effect of an Experimental Guidance Program on Academic Achievement of a Selected Group of Students," by Dr. Carl Wayne Pride at the University of Houston and "A Cooperative Program for the Alleviation of Juvenile Behavior Problems," by Dr. Glen K. Wallace at the University of Oklahoma. This project stimulated the Title III ESEA Project #6599 titled, "A Cooperative Residential Vocational Technical School for Alleviating Behavior Problems," funded in 1968 for Shawnee Public Schools.

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CHAPTER I

THE STUDY

Background of the Study

During the 1965-66 school year an innovative project titled *A Co-operative Program for the Alleviation of Juvenile Behavior Problems* was instigated by a multiagency committee (Vocational Rehabilitation Administration, RD 1855-G; A Guide for Project Personnel, RD 1855-G, 1966; Progress Report, RD 1855-G, 1966; A Report to the Joint Commission on Correctional Manpower and Training, Inc., RD 1855-G, 1967). This project provided intensive, carefully planned and coordinated counseling services for pupils in grades 7 through 12 in Carver and Roosevelt Junior High Schools, Central High School and Washington High School, Tulsa, Oklahoma. The cooperating agencies were the public schools, Juvenile Court, Vocational Rehabilitation Department and Department of Public Welfare.

Mr. Voyle Scurlock, former Director of the Vocational Rehabilitation Division of the Oklahoma State Department of Education, initiated the appointment of the multiagency committee on behavior problems and helped clarify the task of the committee. The committtee members were: [illegible] tation Division; Dr. Ted Baumberger and Jerry Jolly, Department of Public Welfare; Judge Dorothy Young and Judge Homer Smith, Tulsa and Oklahoma County Juvenile Courts, respectively; Dr. Larry Hayes and James Casey, Oklahoma City Public Schools; and Dr. Roger Duncan, Dr. Byron Shepherd and Dr. Paul McCloud, Tulsa Public Schools. Glen Wallace, State Department of Education, was chairman of this committee.

This committee developed the proposal for the multiagency project identified above. The proposal was funded by the Vocational Rehabilitation Administration in Washington, D.C., as Research and Demonstration Grant numbered 1855-G. The original committee became the Administrative Committee for this project, and the chairman of the committee became the project director.

The project proposed to strengthen supportive, psychological, sociological and educational services to youth through the coordinated efforts of agencies providing such services. The program was characterized by interagency committees using the team approach in staffing individual cases; by provisions for supervised study for the experimental group; by critical evaluation of the role of agency counselors and by innovations in the school curriculum. The analysis of the outcome of this project is the concern of this study. The experimental program is explained in Chapter III.

Need for Research

The recent findings of the President's Commission on Law Enforcement and Administration of Justice (1967) pointed up the incidence and seriousness of juvenile behavior problems and recommended interagency programs for the alleviation of these problems. The Commission presented descriptive data revealing the significant tendency for more young people to become involved in more delinquent acts and for their offenses to be more serious.

The President's Commission (1967) reported that the problem of juvenile crime has now reached significant proportions and by the next decade it will become ominous in size. Approximately 444,000 children, ages ten to seventeen, were referred to the courts in 1960, and 601,000 of the same age group were referred to the courts in 1965. This trend of increased crime of the ten to seventeen age group is extremely accelerated in the highly urbanized communities. Nicholas deB Katzenbach, chairman of the President's Commission, gave testimony before a legislative subcommittee stating:

> While arrests of adults declined one percent in 1966, arrests of juveniles increased nine percent. Youth between 11 and 17 comprising 13 percent of the population, were convicted for 50 percent of all burglaries, larcenies, and car thefts. Half of all crime against property was committed by minors. Of all ages, from cradle to grave our 15 year olds are arrested most frequently, and the rate drops at every older year (House Bill 12120, p. 2).

The President's Commission indicated that crime prevention should be energized on the community level. Communities should create structures for utilization and coordination of programs with the common goal of changing behavior of individuals toward more adequate citizenship.

Our national effort to alleviate crime has been characterized by appropriating funds and developing programs to rehabilitate adults. Large sums of money have been spent on deviant behavior of adults whose characteristics are relatively stable and whose behavior is very difficult to change (Bloom, 1965). Large sums also have been spent for institutionalization requiring social adjustment much simpler than the very complex social adjustment required of the individual upon reintegration into the community (McCormick, Norman, & Weber, in press). Data presented in Table 1 shows what the emphases have been in the national effort to alleviate crime. For example, sixty-seven percent of all persons with criminal records were in local communities while eighty percent of the money and eighty-seven percent of the professional personnel were assigned to correctional institutions.

The Commission further recommended the streamlining of some programs and reported the waste of professional services, funds and human resources through the overlapping of functions, regimentation and uncoordinated efforts of governmental agencies at the federal, state, and local levels. No one agency of government has the budget nor the legal authority to curb the ominous dimensions of crimes committed by young people.

Since 1946 U. S. Supreme Court decisions on crime were primarily decisions which favored the accused and tended to restrict law enforcement (President's Commission, 1967). More specifically, on May 15, 1967, the "Gault Case" (*Gault v. United States*, 28th U.S.C., 161, 1967) held that nearly all the constitutional rights of an adult must be provided to children at trial in a juvenile court when such children are in danger of being adjudicated delinquent or of being incarcerated. Such safeguards must include timely notice of the charges against them, the right to confront and cross-examine witnesses and complaints, and an adequate warning of the privilege and self-incrimination and the right to remain silent. This decision did leave alternatives for the pre-judicial and post-disposition treatment of youth exhibiting behavior problems. Wise decisions related to these alternatives should be based on adequate research related to innovative community programs for pre-delinquents, for social and judicial intake of individuals and for probation and aftercare services.

TABLE 1

FUNDS AND PERSONNEL ASSIGNED TO CRIMINAL CORRECTIONS, 1965

	In Institutions	In Communities
Where are the offenders?	33%	67%
Where is the money spent?	80%	20%
Where are the professional workers in correctional rehabilitation of the offenders?	87%	13%

NOTE—Information from the President's Commission on Law Enforcement and Administration of Justice, (1967, Chapter II).

The objective of "The Juvenile Delinquency Act of 1967" (Senate Bill 1248, House Bill 12111) provided funds for action research for local communities enabling agencies of government to better support the juvenile justice system. This legislation was an outgrowth of the recognition of the need for such research as exhibited by this project.

The documented magnitude of juvenile delinquency and the major recommendations for its alleviation clearly identify the need for the development and valuation of innovative, interagency, cooperative programs. Since the RD Grant 1855-G project was such a cooperative program for the alleviating of juvenile behavior problems, the effectiveness of this program should be evaluated.

The Problem

The problem was to determine the extent to which the intensively planned and coordinated guidance and counseling services rendered by the public schools, Department of Public Welfare, Vocational Rehabilitation and the Juvenile Court would decrease the degree of frequency of behavior incidents among students characterized as having "behavior problems."

More specifically, this study was designed to answer the following questions:

1. Will school attendance be improved as a result of planned and coordinated guidance and counseling services?

2. Will academic achievement be improved as a result of planned and coordinated guidance and counseling services?

3. Will there be a decrease in the number of school offenses recorded in pupils' cumulative records as a result of planned and coordinated guidance and counseling services?

4. Will there be a decrease in the number of juvenile court referrals as a result of planned and coordinated guidance and counseling services?

5. Will attitude be improved as a result of planned and coordinated guidance and counseling services?

Definition of Terms

Behavior problems are those acts which violate the norms—legal, social and psychological—with the focus on the individual's intent rather than on the consequences of his behavior. Such deviant behavior is inappropriate to the youth's level of development, eliminating the casual factors of extremely low intelligence, intercranial pathology, or severe mental or metabolic dysfunction. This behavior is alien to the culture, school, and community of Tulsa, Oklahoma. The juvenile court, welfare agency, and vocational rehabilitation used these specific criteria: (1) manifestation of delinquent or pre-delinquent behavior as evidenced by prior court referrals, (2) neglect by parents or guardians as revealed through the Department of Public Welfare records, and (3) incarceration in either a State training school for delinquent youngsters or an orphans' home for neglected or abandoned children. School officials used the following criteria: (1) display of either extreme behavior or emotional problems within the school environment as evidenced by past counseling and discipline school records, (2) establishment of a poor or irregular school attendance pattern, and (3) achievement at a substandard educational level in relation to intellectual level.

Interagency coordination is an involved form of collaboration and cooperation between departments and agencies. Obviously, in this study something more is intended than a mere exchange of information. The objective is real cooperation at all levels, not simply the setting up of a directive force at the top but rather the provision of reciprocity of information.

The areas of activity of the four agencies involved in this study are fixed by law. The schools, juvenile court, public welfare, and vocational rehabilitation represent specific missions within legislative authorization. All these agencies are basically dedicated to the furtherance of their particular mission, but the growing complexity and breadth in the field of juvenile behavior problems has led to more and more overlapping of activities. This study is concerned with interagency coordination in one well-integrated program of all four agencies for the alleviation of behavior problems. Interagency coordination in this study also includes the provision of counseling services and the dissemination of information among the four agencies as they work together on an intellectual and professional level for the social and economic benefit of students with behavior problems, and for the economic and social benefit to the citizens. This interagency effort will be attempting to put the right service, in the right place, at the right time, and in the right amount for the individual with the behavior problem.

Juvenile is the male under sixteen years of age or a female under eighteen years of age.

Juvenile court is a judicial institution established for the sole purpose of hearing cases concerning juveniles.

Children's court is the same as juvenile court.

Adjudicated delinquent or juvenile court referral is a juvenile who has been officially declared a delinquent and made a ward of the court by being placed on probation, placed in a foster home, or sentenced to a training school.

School offense is a referral of a secondary school student of the Tulsa Public Schools to the Dean of Men or Dean of Women for discipline. The Dean's office keeps a record of each student's visit for discipline and at the end of the school year this is recorded for permanent record.

Supervised study is the plan for a period of the school day in which each member of the experimental group is provided intensive, planned and coordinated guidance and counseling services by the agency counselors and teachers. The curriculum is not rigidly structured but rather informal and geared to group counseling, individualized instruction and behavior improvement.

Staffing students is the group meeting of agency counselors, teachers, and other specialists to discuss problems of the students in the experimental group in a meeting, to make recommendations for the treatment of the students, and to follow up on these recommendations.

Limitations of the Study

1. This study is limited by the inability to perfectly match the experimental students and a control group of students on all significant variables. These groups are comparable by age, sex, race, I.Q. and behavior records.

2. The population sample comes from a low socio-economic area with a high delinquency rate and is nearly two-thirds Negro.

3. The assignment procedures for the experimental group require permission from the parents for the child to enter the experimental group.

4. The students of the control and experimental groups who exhibited a similar degree of behavior problems are relatively mobile due to transferring out of school, dropping out of school and withdrawing to institutions (Blum, 1961). Data were difficult to obtain on this selected group.

CHAPTER II

REVIEW OF THE LITERATURE OF OPERATIONAL PATTERNS FOR ALLEVIATING BEHAVIOR PROBLEMS

This chapter reviews the literature related to operational patterns of programs in education, corrections and welfare. Emphasis is upon the multiagency designs with different philosophies, assumptions and organizational constructs and upon programs attempting to alleviate severe behavior problems.

This review of the literature is limited by the availability of specific data about such programs. Kvaraceus (1959) emphasized the problems and outcomes of reviewing community-wide programs. He reviewed the literature for six years for the National Education Association and made this statement concerning community operational programs in education:

> In spite of the mythology and folklore that persists in approaches to delinquency in most communities, there are now discernible a number of promising practices aimed to prevent and control norm-violating behavior-practices which appear to be relevant to the factors which germinate and cause such behavior (Kvaraceus, 1959, p. 29).

Operational Patterns in Education

The community relies heavily upon the school, and it expects the educational system to develop children toward its cultural objectives by a special environment that has been systematized, edited, and simplified for a special purpose. The school has the major responsibility for transforming the human nature of the child in such a way that he will become a "bearer of the culture" (Clarke, 1948). Ragan states: ". . . the teacher is a builder of human lives and a trustee of the cultural heritage held by each generation for the enrichment of the next" (Ragan, 1966, p. 40).

Certainly the school should occupy a key position in the operational patterns for alleviation of behavior problems. The assumption that the school is in a strategic position second only to the family in the socialization process of young people is well presented by Harrison Salisbury (1958):

> There is no question that next to a good family, a good school best copes with the inadequate, bewildered adolescent. There is no one-shot, surecure for delinquency. But if a community wants the quickest, cheapest, most effective results, the place to spend money is in the school system. We sometimes forget that it is the business of the school people to deal with children. They are experts at it. Here is the place, if there is one, to come to grips with the shook-up generation (Salisbury, 1958, p. 225).

Kvaraceus and Ulrich (1959) emphasize the school as the focal point for community patterns in coping with behavior problems. They set forth this basic principle in their research for the National Education Association:

> The school recognizes that delinquency prevention and control is a community problem and requires action on the part of all citizens. The school studies, evaluates, understands and makes use of the peer, ethnic, racial, and religious systems at work in the community. Utilizing and working with the resources of all available agencies and institutions, the school has a leadership role in the formulation and continuation of a community-wide effort for the prevention and control of norm-violating behavior (Kvaraceus & Ulrich, 1959, p. 286).

Stulken (1959) believes that the school should not be restricted to imparting knowledge and intellectual reasoning skills. He believes that schools were established to help youth to realize their potentialities and develop into useful citizens and that education is a process of changing the behavior of people and causing them to think, feel, and act differently.

Kvaraceus (1966) challenges the schools to become involved in alleviating deviant behavior with this statement:

> All the future trouble makers and delinquents are now sitting in the nation's classrooms. Every pre-delinquent has continued in close contact with one or more professionally trained teachers charged with the responsibility for developing well-integrated, useful and socially effective citizens (Kvaraceus, 1966, p. 36).

The traditional operational pattern of schools has occasionally been redesigned slightly to accommodate the child who has behavior problems. Typical of this is the Montefiore School in Chicago and the "600" schools in New York City. The "600" schools are administered by the Division of Child Welfare of the New York City School System and include more than twenty schools falling into the categories of day schools, remand centers, institutions, and hospital schools. They serve children who have been unable to get along with adults or peers and could not be contained in regular classrooms because of their extreme aggressiveness (New York Juvenile Evaluation Project, Report VI, 1957; New York Juvenile Delinquency Evaluation Project, Report XI, 1958; New York City Board of Education, Report VII, 1957).

Major objectives of the "600" schools were: expanding existing services for emotionally disturbed and socially maladjusted children in regular schools, strengthening the total instructional program, strengthening professional competence of school personnel, accelerating day school programs, and establishing an advisor coordinating committee (Educational Research Information Center, No. ED002079, 1966).

More frequently, however, schools have attempted to graft on a multitude of special programs to deal with the problems of delinquency.

One of the most complex and complicated examples of a multitude of specialized programs can be found in the New York school system under the Division of Child Welfare of the Board of Education. This division, consisting of eleven different bureaus, offers samples of almost every kind of special school program that exists in this country. It has an elaborate special education program, a program of educational and vocational guidance, and probably one of the largest single systems of child guidance services in any part of the world. Each of these semi-autonomous units approaches the changing of behavior in its own way and with its own specialists (Annual Report "600" schools, Report No. 1, 1959; New York City Youth Board Report on Gangs, 1960).

Still another educational-operational pattern in New York City is the All-Day Neighborhood School (New York Juvenile Delinquency Evaluation Project, Report No. XIII, 1959). There are nine regular elementary schools which are included in the "special service schools," a designation given by the Board of Education to about 25 percent of the New York City Elementary and Junior High Schools. The "special service schools" rank lowest according to such factors as achievement and I.Q., and highest according to the percentage of children getting free lunch, of pupil mobility, and of children having language handicaps. Most of these schools have predominantly minority group children and classes of 30 percent or more non-English speaking students (New York City Board of Education Annual Report, 1959). The All-Day Neighborhood Schools have three goals: to provide cultural enrichment, to help the children with problems, and to work with parents, citizens and the neighborhood.

Another example of a unique school program is the Los Angeles County Reception Center Training Program, in which the teaching of vocational skills and pre-vocational skills and habits is carried on within the academic classroom. It is highly programmed with careful attention given to the behavior demanded in work situations. A sequence of learning episodes for acquisition of new habits, understandings, purposes, goals, ideas, feelings and attitudes are carefully prepared for each child. Each of these episodes is presented to the students as a job rather than as an assignment. The level and number of jobs required are determined on the basis of achievement tests, mental age, and mental ability expectancy levels. The teacher acts as foreman and provides conditions and opportunities for learning skills and vocational or on-the-job skills and behaviors (Los Angeles County Special Schools, Vocational Skills, Reception Center, 1959).

There are numerous other patterns and programs in the schools in the United States. The traditional ones include pupil-personnel services, school psychology programs, school social work programs, and clinical programs (Kvaraceus, 1954; Kvaraceus & Ulrich, 1959; Kvaraceus, 1960; and Kvaraceus, 1966).

The Cambridge-Somerville Youth Study (Reilly & Young, 1946; Murphy, Shirley, & Witmer, 1946; Powers & Witmer, 1949; McCord &

McCord, 1956; Powers, 1959) was started in 1937 and continued until December 31, 1945. Two matched groups of 325 boys each were selected by staff psychologists.

The treatment program of interagency coordination planned for the experimental group placed a major emphasis on clinical procedures and cooperation with the school officials. The experimental data showed that the special program was no more effective than the usual method used by the community in preventing boys from committing delinquent acts. There were only two indications that the interagency coordinated effort might have favorable effect:

1. A smaller portion of the experimental boys than control boys had served time in jail.
2. Those boys who received the most intensive psychologically sophisticated treatment had a better general record than boys who received only counseling.

Another operational program related to this study is the Flint, Michigan Youth Study (Winter & Halsted, 1965) conducted by a team of doctoral students of sociology, social psychology and education from the University of Michigan. This team used projective tests, socio-metric procedures, group observation, neighborhood observation, attitude and value questionnaires, school and agency records, and interview schedules to evaluate programs. The data indicated far more research was needed. The Flint Youth Study blended community education, community action, community training and community research into four phases of study: diagnostic research, design of new operational patterns, the feasibility of new operational patterns, and sharing the project with other communities. Most of the data available in this study was descriptive research.

Unlike other countries, the United States has developed only one operational pattern for education, the school (Wattenberg, 1960). Conant (1961) questions the appropriateness of this pattern in the great American social swamps known as the slums. Perhaps we need new patterns for this group (Brunner, 1960). A possibility for education of individuals with behavior problems might be the revival of the apprenticeship system in this country. It is still active in European countries (Kohler, 1960). An apprentice-master relationship might accomplish as much for some of these children as our present school pattern (Asbell, 1966). There is evidence that traditional school programs can cause the individual to feel that his self-esteem is assaulted. Self-defense becomes hostility and hate, and causes the youngster to bring displeasure to others or to commit antisocial acts (Harris, 1963; Jersild, 1963).

The Kibbutzim Program in Israel might also offer suggestions for new kinds of teaching-learning programs concerned with the combined skills learned in family and school situations. Such programs might be quite appropriate in disorganized neighborhoods made up of disintegrated family units (Stendler, 1964).

France and Canada have dealt with problems of the delinquent operationally through multiple use of a special professional group known as "educateurs." France has a variety of special patterns and programs staffed with educateurs who devote their efforts to working with delinquents. Of particular interest are the special homes which provide residential treatment-type programs for groups of 30 to 40 children. The educateur profession is newer in Canada, having been developed within the last ten to twelve years, but it is an extremely interesting training program and a strong, cohesive professional organization. A special institution at Boscaville, near Montreal, works with delinquents using the orientation and techniques of this group (Arcadia, 1954; Parrot, 1959).

Operational Patterns of Corrections

Legal correctional authorities are seeking operational patterns to replace the traditional training schools (Galvin, 1964). The new programs are geared to the need for improved reintegration of the individual into the community. The training school has maintained high recidivism of the delinquent in runaways and transfers to penal institutions. Leaders in the field of corrections are looking for operational patterns and programs as alternatives to training schools. There is an indicated need for community-based services with new structures and new ideas to care for and treat the delinquent. Studies of the Highfield Story of New Jersey (McCorkle, Elias & Bixby, 1958) and of the Wiltwyck School near Poughkeepsie, New York (McCord & McCord, 1953; 1956) report the results of non-traditional institutional operational patterns.

Superintendents present several reasons which they believe account for the failure of training schools to do as good a job as they might. The most frequently mentioned are over-crowding, too short lengths of stay, lack of aftercare services, and unselected intake (MacCormick, et al., in press). Research has shown that compliance to norms of institutional life, and even noncompliance to these norms, is not related to ability to adjust in the community in a socially acceptable manner (Jones, 1964; Jessness, 1965; Bolen, Crowe, & Wagner, 1966).

Weber (1967) reports that training school superintendents fear "institutionalization" may interfere with a youth's ability to adjust to the diverse and conflicting demands of the community. "Institutionalization", as a syndrome describing the ability to obtain satisfaction from institutional life not available to them in the community, has been the subject of many conferences and workshops. This concept raises questions as to the legitimacy of the training school as a model for achieving the behavioral change necessary for community adjustment.

A change of focus from the institution to reintegration in the community is important. If a youth is labeled a delinquent, he may behave in conformity with how a delinquent is supposed to act (Schechter, 1965). Delinquency, as a reintegration concept, is a label, not a disease. Delinquents are "who the courts say they are" and the process of dysfunction includes both the definer and the defined. Definers of delinquency are characteristically teachers, social workers, parents, policemen, intake court workers, and other members of socializing systems. There is a stigma attached to adjudicated delinquents; and the effect of this labeling process has an effect on the access of the offender to school, job, union, business world, military, political organization, neighborhood clubs, and church groups.

The community-based program is characterized by a larger exposure of the individual to the total socializing system than that represented by one assigned agent. Thus, the individual may be related to a teacher, a vocational rehabilitation counselor, a field youth counselor, a group of peers sharing the same status in the system, and parents striving for behavioral change (Kvaraceus, 1954; Miller, 1962; Kahn, 1963).

Furthermore, community-based programs may mean fewer youths institutionalized. Knowledge of transformation processes leading to the adjustment of delinquents in the law-abiding community has not been systematically pursued except in rare instances. Dr. Empey (1966) stated that a "strategy of search" in contrast to a "strategy of action" in the development of new programs was necessary if society is to learn how to integrate law violators and the community. Dr. Empey (1966) further states:

> A strategy of action has not only failed to approach correctional problems systematically but to provide means either for avoiding repetitive errors or for pinpointing reasons for success should success occur (Empey, 1966, p. 5).

Frequently there is a much lower rate of recidivism reported by community-based programs, and the costs are significantly less. Here is a great opportunity for interagency coordination in operational patterns. The benefits and problems of the community-based operational pattern have been pointed out (Gold & Winter, 1961; Hunt, 1962; Bresline & Crosswhite, 1963; Carpenter, 1963; Hair, 1963; Herstein, 1964; Kennedy, 1964). The benefits are:

1. There is usually more intensive and frequent counseling by the socializing agency counselor or counselors.

2. There is active involvement in relating the youth to the family, community agencies, including schools, vocational training or jobs.

3. Programs are structured more elaborately than the traditional agency-offender patterns.

4. There is an easier approach to the goal of reintegration and raised cultural aspirations.

5. There is likely to be less shifting of responsibility for a behavioral problem to someone outside the normal context, which often magnifies the initial problem.

6. Giving assistance to family problems takes precedence over parents' transferring their problem to someone else such as the school, clinic, court or training school.
7. There is a more efficient referral system.
8. Community-based programs may include "halfway houses" as well as other basic alternatives to the institution.
9. Continued residence of youths in their homes, foster homes or local cottages is possible through a program of local administration.

Problems encountered in community-based programs include the following:

1. Some delinquents need institutional care.
2. Too often the decision of the community-based program is a decision of the juvenile judge who does not coordinate with the local socializing agencies involved.
3. Too often these community-based programs include only those juveniles who are serious violators of the law when other youth could profit from this program.
4. Programs are more intensive and demanding on the juvenile's time.
5. Division of responsibility between local jurisdiction and the State becomes a problem.
6. The community-based program must be part of somebody's budget.
7. The community-based program demands vision, energy and professionalism on the part of the staff. No longer is the correctional system a matter of clerical work; it has become a matter of treatment of human behavior.
8. Too many community-based treatment programs reflect the personality of the innovator and do not demonstrate on-going systematized effectiveness.
9. Too often success is dependent upon the administrator alone.
10. There are some who feel individuals should sometimes be constrained overnight or on weekends.
11. The community power structure may not accept the responsibility of a community-based program.

The State of Wisconsin operates thirty-three group homes contracted by the State with foster parents subsidized for four to eight individuals (MacCormick, *et al*, in press). The relationship in the home is similar to a family setting, but the parent-youth relationships are not as emotionally demanding as a single placement foster home. Youth may later be transferred to a State institution or returned to their homes.

The State of Michigan recently approved the development of agency-operated group homes throughout the State (Perrow, 1963; Gula, 1964). The philosophy is geared to the continuity of treatment from institution to the community until self-sufficience can be attained (Bresline, *et al.*, 1963; Carpenter, 1963). Other agency-operated group homes are MacLaren School for Boys, Oregon; Girls' Welfare Homes, New Mexico; and Boys Industrial School, Kansas; and Silver Lake Group Home of the Boys' Republic, Los Angeles (Empey & Rabow, 1961).

Day-Care Programs have no residence involved; the youths live in their own homes. Some examples of day-care programs are: Essexfields, New Jersey; San Mateo County Program, Belmont, California; Contra Coste County Girls Unit for Intensive Daytime Education, Martinez, California; and Parkland Project of Community Rehabilitation Group Center, Louisville, Kentucky (Weeks, 1959; Stark, 1963; Warren & Kleine, 1965).

Many innovations in operational patterns of correctional systems have been developed in various states. The following programs are innovative: in New Jersey the Highfield, Turrel, Ocean and Warren Projects (MacCormick, *et al.*, in press); in New York the START Centers of the Division of Youth, South Kortright and Brookhaven, Department of Social Welfare (MacCormick, *et al.*, in press); in Kentucky the Kentucky State Reception Center Project (Pilnick, Elias & Clapp, 1966) and Group Treatment Camps of the Department of Child Welfare (Wall, 1963); in California the Silver Lake Group Center (Empey, *et al.*, 1961; Seckal, 1965) and other programs of the Department of the California Youth Authority (Cressy, 1957; Adams, 1961; Adams & Grant, 1961; Grant, 1961; Beverly & Guttman, 1962; Warren, 1964; Butler & Adams, 1966, California Youth Authority, 1966, Reports No. 1 through 7); in Michigan the Camp La Victoire and in Washington the Cedar Creek and Capitol Hill Forestry Camps of the Bureau of Juvenile Rehabilitation (MacCormick, *et al.*, in press); and in Ohio the TICO Projects of the Ohio Youth Commission and in the District of Columbia the Cedar Knoll School of the United States Department of Labor (Presckel, 1964).

Theoretical considerations, bordering on simple common sense, support the strategic location of correctional programs in the community. There is general agreement that the closer the intervention activities are to the normal community situation, the greater success they have in reestablishing law-abiding adjudged delinquents (Yablonsky, 1965).

Operational Patterns of the Welfare Agencies

The Social Welfare System has been more prolific than the other systems in developing new programs. In addition to delinquency-focused programs within the public welfare departments, there are family or child-community centers, area councils, recreation centers and other group-work agencies, homes for unwed mothers, youth employment programs and summer camps. Examples of Social Welfare System responses to current behavioral concerns of the community can be seen in the programs of gang work, street-corner group worker, or street-club work for gang control. An example of such a program is the Chicago Area Project, begun over 25 years ago under the influence of Clifford Shaw (Kobrin, 1959).

The Chicago Area Project has had three elements: recreation, community development and improvement, and direct work with gangs and individual boys. It is the third element which has recently become very popular in large urban areas. Some of the newer gang behavior programs which have been most frequently reported are the Roxbury or Boston Special Youth Program (Miller, 1959), the Hyde Park Project (Gandy, 1959), the Los Angeles Youth Project (Allston, 1951), and the gang control operation of the Commissioner's Youth Council in Washington, D. C. (Whyte, 1943), Bloch & Niederhoffer (1958), Miller (1958), Salisbury (1958), and Cloward & Ohlin (1961).

Service to "multiproblem families" is another social welfare concern. The occurrence of multiproblem families has been dramatized by the studies of Buell, Beissler & Wedemeyer (1958). They report about six percent of the families were suffering from a combination of serious problems and were using 46 percent of the community-organized health services, 55 percent of its adjustment services, and 68 percent of its dependency services.

These findings have been supported in many other cities. In New York City, they have become a demographic fact upon which an important segment of the Youth Board's pattern has been founded. In a Senate subcommittee investigation Ralph Wheland reported, "In New York, our research reveals, fewer than one percent of the families make up the hard core responsible for some 75 percent of the juvenile delinquency" (Wheland, 1958, p. 85). On this basis, the Youth Board has developed a program of aggressive casework to reach these families. In a quantitative analysis of a sample of 150 such families, the Youth Board has categorized them on the basis of failure of the functioning of the mother, the father, the siblings; failure in marital adjustment and economic deprivation. Of the 150 families, 87 percent were failures in three or more areas, 35 percent were failures in all five areas. Forty-five percent of the fathers were separated from the families, and another 10 percent were deceased. Over half of them were entirely financially dependent.

Another example of social welfare programs focusing upon the family as a unit are the camps for antisocial families which have been in operation in Holland since World War II (Eichorn, 1965). This program was recently recommended for inclusion in the programs of the Commissioner's Youth Council in Washington, D. C. The object is to retain family ties and develop adequate inter-personal relationships and a healthy family life.

Interagency coordination by area councils or community councils is one of the social welfare patterns (Beam, 1957; President's Commission on Law Enforcement and Administration of Justice, 1967). Although reduction in the rate of delinquency can be shown in area projects, it is difficult to clearly demonstrate the relationship between specific programs in the projects and the changes in delinquency statistics (Sutherland, 1955; Kobrin, 1959).

At Vocational High School in New York City, social workers, teachers, psychologists and sociologists have collaborated in a major effort to prevent what seemed inevitable delinquency of its problem girls. This was a six-year experimental program of four hundred potentially deviant girls. Two hundred were selected at random for the control group and the others were referred to a Youth Consultant Service providing individual casework and group therapy. The authors of the research recommend this study as a directive to further research and to the study of new methods and wider-reaching programs in the collaboration of welfare counselors, school counselors, psychologists, therapists, sociologists and researchers in a school-agency-community program (Mayer, Borgatta & Jones, 1965).

Summary

The review of literature related to operational patterns in education, correction, and welfare developed to alleviate behavior problems of juveniles established the inadequacy of current practices emphasizing institutionalization and correction rather than prevention and guidance in the home communities and clearly indicated that communities should develop programs coordinating the efforts of all agencies concerned with behavior problems of juveniles.

The Tulsa project titled *A Cooperative Program for the Alleviation of Juvenile Behavior Problems* (RD Grant 1855-G) was a multiagency, cooperative, community program. This program incorporated major recommendations found in professional literature.

CHAPTER III

DESIGN AND METHODOLOGY

Organization of the Experimental Program

The purpose of the experimental program was to alleviate behavior problems of juveniles by providing intensive, planned and coordinated guidance and counseling services by the public schools, Department of Welfare, Vocational Rehabilitation and the Juvenile Court. This interagency coordinated effort was administered according to the model found in Table 3. The specific purposes of the experimental program were:

1. To coordinate services available from the four agencies in a flexible treatment program to meet the individual needs of students with behavior problems.
2. To establish a mutually acceptable relationship between the four agencies which would reinforce the services of each agency.
3. To stimulate the development of new programs by agencies, such as the political, therapeutic, law enforcement, social control, recreation, economic, religious, and educational groups.
4. To determine the possibility and the feasibility of alternate programs.

This experiment was administered by the project director employed by the State Department of Education. This project served individuals, ages 13 to 21, who had behavior problems and attended Carver and Roosevelt Junior High Schools; Washington and Central High Schools of Tulsa, Oklahoma. These schools serve an attendance area with a particularly high incidence of delinquency and behavior problems. Table 2 gives the schools attended by Tulsa Public School pupils identified as delinquents.

TABLE 2

TULSA PUBLIC SCHOOLS ATTENDED BY PUPILS IDENTIFIED AS DELINQUENTS IN 1963

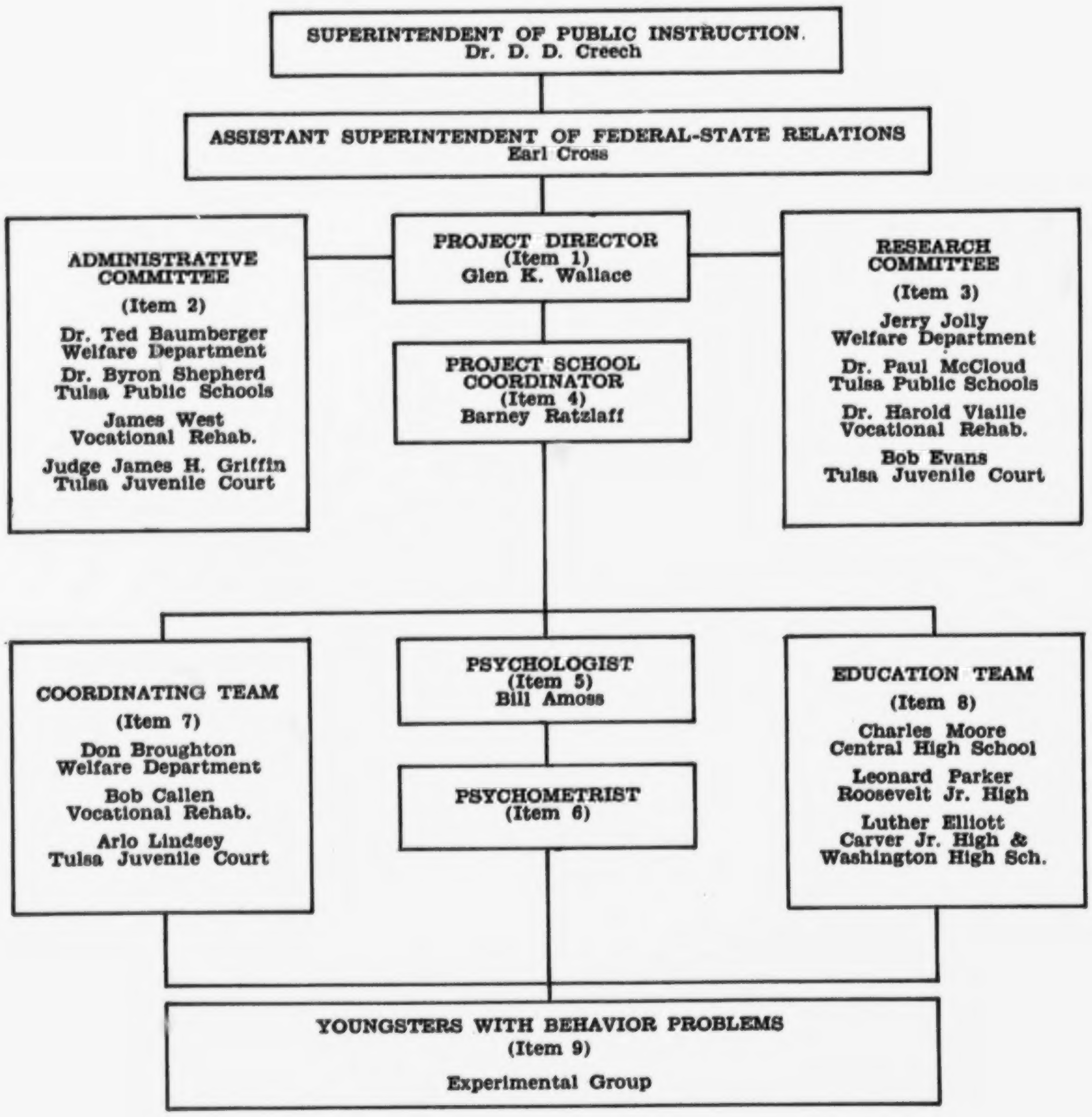
Tulsa Public Schools	Percent of Delinquent Pupil Population
Anderson Junior High School	4
Bell Junior High School	4
Carver Junior High School	6
Clinton Junior High School	5
Monroe Junior High School	5
Roosevelt Junior High School	6
Central High School	7
Nineteen other secondary schools	55
All elementary schools	8

Note.—Based on information reported by Keith (1964, p. 57).

TABLE 3

THE OPERATIONAL PATTERN FOR THE ADMINISTRATION OF THE PROJECT FOR THE EXPERIMENTAL GROUP

STATE BOARD OF EDUCATION


SUPERINTENDENT OF PUBLIC INSTRUCTION
Dr. D. D. Creech
ASSISTANT SUPERINTENDENT OF FEDERAL-STATE RELATIONS
Earl Cross
ADMINISTRATIVE COMMITTEE
(Item 2)
Dr. Ted Baumberger
Welfare Department
Dr. Byron Shepherd
Tulsa Public Schools
James West
Vocational Rehab.
Judge James H. Griffin
Tulsa Juvenile Court
PROJECT DIRECTOR
(Item 1)
Glen K. Wallace
RESEARCH COMMITTEE
(Item 3)
Jerry Jolly
Welfare Department
Dr. Paul McCloud
Tulsa Public Schools
Dr. Harold Viaille
Vocational Rehab.
Bob Evans
Tulsa Juvenile Court
PROJECT SCHOOL COORDINATOR
(Item 4)
Barney Ratzlaff
COORDINATING TEAM
(Item 7)
Don Broughton
Welfare Department
Bob Callen
Vocational Rehab.
Arlo Lindsey
Tulsa Juvenile Court
PSYCHOLOGIST
(Item 5)
Bill Amoss
PSYCHOMETRIST
(Item 6)
EDUCATION TEAM
(Item 8)
Charles Moore
Central High School
Leonard Parker
Roosevelt Jr. High
Luther Elliott
Carver Jr. High &
Washington High Sch.
YOUNGSTERS WITH BEHAVIOR PROBLEMS
(Item 9)
Experimental Group

Juveniles to be classified as having behavior problems for this experiment were chosen on the basis of criteria elucidated in Chapter I. This experiment provided two basic avenues of action for the prevention and treatment of behavior problems, the intensive coordination and integration of agencies' counseling services and an educational program designed to assist subjects to adjust more effectively to the demands and norms of society. The program utilized the "team" approach. A coordinating team of counselors from the four governmental agencies involved provided the basic integration of the services of the cooperating agencies, and an educational team of carefully selected teachers provided the specialized curriculum for the individuals.

Personnel Responsibilities

The project director (Table 3, Item 1) was charged with the supervision and the maintenance of interagency coordination of the investigation. This included: the accounting and disbursement of the experimental research grant funds; the development of policies, practices and innovative procedures as approved by the administrative committee; the assembling, treating and reporting of the research data on this study; serving as liaison person for the project to other interested persons and agencies; performing other creative tasks normally required in any innovative design of social practice; and keeping ongoing feedback current as fuel upon which the investigation could better progress.

The administrative committee (Table 3, Item 2) was composed of administrative officials from the four agencies. This committee had regularly scheduled meetings to review the activities of the experiment, provide general direction to the project director, and interpret the activities of the project to their respective agencies' administrative personnel.

The research consultants (Table 3, Item 3) for this program were from the respective agencies. This committee insured that interpretations drawn from the results were correct and meaningfully reported.

The project school coordinator (Table 3, Item 4) had the responsibility for the day-to-day operation of the program. He coordinated the services of the project counselors and teachers. Also, he was responsible for the educational guidance of the students in the program. He supervised the effort to integrate the students into the community's middle class values through involvement in the Boy Scouts of America, YWCA, YMCA, National Youth Corps, Ministerial Alliance, and other resources.

The psychologist (Table 3, Item 6) was directly responsible to the psychologist and provided diagnostic evaluations of the individuals referred to him.

The coordinating team members (Table 3, Item 7) where the Tulsa Juvenile Court Counselor, the Department of Public Welfare Field Youth Counselor, and the Vocational Rehabilitation Counselor. These counselors had three major areas of responsibility. They functioned as liaison persons between the agency from which they were assigned to the project to effectively interpret their agency's responsibilities, facilities, resources and limitations to other members of the project.

When an individual's case was referred to the project it was the responsibility of the coordinating team members to acquire all of the pertinent information that was available and formulate a detailed case study. Based on this information, and any additionally acquired diagnostic information, the coordinating members staffed the cases (a sample staffing can be found in Appendix A) and made recommendations for referrals, corrections, education and other treatment deemed necessary. This procedure attempted to identify the individual's needs and to meet these needs as thoroughly as possible through the coordination of the available facilities and counseling services.

Another responsibility of the coordinating team members was in the area of guidance and counseling. Many of the individuals had a fixed relationship with one or more of the project counselors. For example, all of the individuals included in the project who were under probation from the juvenile court had a legally defined relationship with the assigned probation counselor. Through the counseling procedures, it was necessary for the coordinating team members to confer with the educational team members in working through problem areas of students. All agency counselors worked out of the same guidance file and had access to guidance records.

The educational team (Table 3, Item 8) provided its own specialized education curriculum in addition to all of the services and facilities available through the regular treatment programs of the agencies involved. The educational team was composed of three supervised study teachers who worked with other school officials and teachers in devising a special curriculum for the experimental students.

Each of the participating agencies had a specific role. The public school system was responsible for the general operation and administration of the total program. The numerous services provided by the public school system were made available as integrated parts of the program. The psychometrist, school counselor, and all members of the educational team were employed by and responsible to the Tulsa Board of Education. Building facilities, supplies, school materials, and utilities were furnished by the school system.

The Department of Public Welfare, Vocational Rehabilitation Agency, and Juvenile Court each assigned a full-time experienced counselor or social worker to the program. The counselor assigned from the Department of Public Welfare was responsible for providing professional social work services and obtaining and coordinating the resources of that department. The counselor assigned to the project by the Juvenile Court was responsible for supervising those students on probationary status, interpreting the function and activities of the Juvenile Court and Probationary Department to other staff members, and securing the necessary legal power to enforce the recommendations of the project personnel. The counselor assigned from the Vocational Rehabilitation Agency was responsible for providing traditional rehabilitation services for participating individuals meeting agency criteria for acceptance, diagnostic evaluations, both medical and psychological, and for providing vocational counseling and the financing of on-the-job-training.

The Education Program

The curriculum for the experimental students was not basically different from that of the control group. The students, for the most part, enrolled in classes within the regular instructional program, except for one period a day. The adjustments made in the school program for the experimental group were:

1. Each student in the experimental group was assigned to one of the three project teachers for "supervised study." This teacher provided individualized counseling and helped the student with his regular instructional program.
2. All students in the experimental group were administered a battery of tests which included mental ability, achievement, interest inventories, aptitude, and personality tests. The test results helped the supervised study teacher and project personnel counsel the student.

All students in the experimental group were enrolled in the supervised study course and received credit for this course as an elective. There was a minimum of 10 and a maximum of 15 students enrolled in this course for any one hour. This course provided individualized instruction and counseling for the students. Working with small groups of these students enabled the teachers to build rapport and to know the needs and potentials of each individual. The students in the supervised study classes were grouped, as nearly as possible, according to their educational achievement, native ability, chronological age and grade placement.

Each teacher assigned to the program had four supervised study periods each day with a total of about 50 students. The remainder of the day was allowed the teacher to work on job placement and supervision, to do individual counseling, and to work with the educational team and the coordinating team. This time was also used by the teacher for visits with the faculty, parents, and agencies. In order to adequately prepare for the supervised study course, the teacher worked with all of the students' teachers. This involved learning what the students' teachers were expecting of each student in their various courses and helping the teachers gain a more thorough understanding of the student's individual abilities and needs. The supervised study teacher's role is spelled out in detail in Appendix A.

The experimental group's educational program included special group counseling. The psychologist supervised the group counseling and the treatment program for individuals with the more common behavior problems. Students with serious problems were referred for further psychological services. A project teacher and an agency counselor were co-leaders of each group counseling session. The psychologist provided guidance and careful preparation of the teachers and counselors for this role. The group counseling program was an adaptation of the programs developed in the Boley and Tecumseh Training Schools and utilized many of the recommendations made by Glasser and Iverson (1963). A pre-service program was developed for the teachers and counselors who led the group counseling sessions. The pre-service experiences included observations and practicums at Boley, Helena and Tecumseh Training Schools and the Lakeside Home, a detention center of the Tulsa Juvenile Court. Many group sessions were taped and later critiqued by the psychologist.

CHAPTER IV

FIRST YEAR OF THE PROJECT

Population Sample for 1965-66 School Year

All students were identified who met the criteria of exhibiting "behavior problems" as defined previously and who were in grades 7 through 12 in Carver and Roosevelt Junior High Schools and Central and Washington High Schools of the Tulsa Public Schools. From this aggregation, two groups were formed. The students in each group were paired as closely as possible in relation to the following factors: race, sex, age, mental maturity, and degree of problem behavior.

The students selected to be subjects of the project were randomly assigned to either the control or the experimental group. Those designated as the experimental group were enrolled in "Supervised Study" and received intensive, planned and coordinated guidance and counseling from the Tulsa Public Schools, Juvenile Court, Vocational Rehabilitation and the Department of Welfare. Those assigned to the control group continued in the regular school curriculum and received no special assistance other than that provided under the normal procedures of each of the four cooperating agencies.

Data were available for the whole school year for 159 of the 289 students originally identified as "behavior problems." Table 4 summarizes reasons why pupils were dropped from the study the first year.

TABLE 4
THE SUBJECTS

Sample	Experimental	Control	Total
Original number of subjects	148	141	289
Final number of subjects	75	84	159
Losses	73	57	130
Transfers out of school or class	14	16	30
Withdrawals to institution or agency	9	6	15
School dropouts	30	25	55
Incomplete research data	20	10	30

Distribution by grade level and sex of subjects for the school year 1965-66 is shown in Table 5. Distribution by grade level and race is shown in Table 6.

The experimental and control groups were similar in intelligence as measured by the Otis Quick Scoring Mental Ability Test, Form A, during the 1965-66 school year. The mean intelligence quotient was 89.345 for the control group and 89.737 for the experimental group.

TABLE 5

SUBJECTS
AS DISTRIBUTED BY GRADE AND SEX

Grade	Experimental			Control		
Level	Boys	Girls	Total	Boys	Girls	Total
7	8	10	18	10	9	19
8	8	12	20	16	11	27
9	10	11	21	14	9	23
10	12	0	12	4	2	6
11	1	2	3	2	2	4
12	0	1	1	3	2	5
Totals	39	36	75	49	35	84

The Procedures

The procedure of this study was structured to determine the relative effectiveness of the conventional guidance and counseling services of the public schools, juvenile court, Vocational Rehabilitation and Welfare Departments and the interagency coordinated guidance and counseling services. The two groups of subjects exhibited a similar degree of behavior problems. The experimental group received the coordinated attention of the counselors from the Tulsa Public Schools, Juvenile Court, Vocational Rehabilitation Department and the Department of Welfare and were enrolled in supervised study. The control group continued in the regular school curriculum and received no special assistance other than that provided under the normal procedure of each of the four cooperating agencies.

Half-days present in school, grade point average, and school offenses were the data gathered from the cumulative records of the Tulsa Public Schools. Court referrals were the data gathered from the Tulsa Juvenile Court. Data related to attendance, academic success, and school and legal offenses were used to evaluate the effectiveness of this interagency coordination approach for alleviating behavior problems. Covariance was the statistical procedure used to test the significance of the differences in behavior of the control and experimental groups.

The analysis of covariance, a statistical technique combining elements of analysis of variance and linear regression, was used as a test of significance for comparing the two groups (Edwards, 1950; Wert, Almond & Neidt, 1959). The four variables for the school year 1964-65 were held constant while the significance of observed differences was tested separately for each of the four variables for the year 1965-66.

TABLE 6

SUBJECTS
AS DISTRIBUTED BY GRADE AND RACE

Grade	Experimental				Control			
Level	White	Negro	Indian	Mexican	White	Negro	Indian	Mexican
7	5	13			9	10		
8	6	13		1	2	24	1	
9	5	15	1		5	18		
10	10	2			3	2	1	
11	3				4			
12	1				5			
Totals	30	43	1	1	28	54	2	0

The Control and Experimental Groups

Records were examined for all students enrolled in grades 7 through 12 during the school year 1964-65 in Carver or Roosevelt Junior High School or Central High School, Tulsa, Oklahoma. All students in this group with behavior problems as defined in Chapter I were identified and served as subjects for the experiment. The subjects were paired by age, grade placement, sex, race, intelligence, and behavior problems. Members of each pair were then randomly assigned to either the control or experimental group. The program of counseling for the control group was the conventional one in which the school counselors, field youth counselor of the Welfare Department, the probation counselor of the Juvenile Court and the Vocational Rehabilitation Counselor worked in their regular agency roles. Referrals, coordination and communication were left to the routine day-to-day counseling of students known to their agency. The experimental group was assigned to the education program described above.

Instrumentation

The half-days present, grade point average, school offenses and court referrals were selected for statistical treatment and inference. These data were used to evaluate the effectiveness of interagency coordination of counseling services in the alleviation of behavior problems. It was believed that the measurement of changes in these four variables would be significant. The selection of these four variables was consistent with recommendations and research findings reported in professional literature.[1]

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[1] The following references are cited to substantiate this statement: Toby & Toby, 1961; Ahmann, 1963; Cloward & Jones, 1963; Healy & Brown, 1963; Goldberg, 1964; Short, 1964; Ebel, 1965; Havinghurst, Bowman, Liddle, Matthews, & Pierce, 1966 Polk & Richmond, 1966; Webb, Gerlock, Schultz & Baker, 1967; and National Research Training Institute, 1967.

Half-days present, grade point averages and number of school offenses were secured from cumulative school records for each subject for the school years 1964-65. The number of court referrals were secured from the official legal intake files of the Juvenile Court for each subject for the school years 1964-65 and 1965-66.

Analysis of Data for the First Year of 1965-1966

The following null hypothesis was proposed: there is no difference in behavior, as measured by the half-days present in school, grade point average, school offenses, and court referrals, between the control and the experimental groups when the variables of the prior school year's half-days present, grade point average, school offenses and court referrals are statistically controlled. This hypothesis was tested through analysis of covariance. This procedure provides a test of significance for the comparison of two or more groups on a predetermined criterion while simultaneously holding constant one or more variable characteristics on which the group members have been measured (Edwards, 1950; Wert, *et al.*, 1959). Since the covariance technique makes it possible to achieve a very precise equating of the groups on initial differences, it is a very powerful and versatile statistical procedure. By means of this procedure a test was made of the significance of the difference in the levels of behavior of the two groups.

The four variables shown in Table 7 for the school year 1964-65, X_1, X_2, X_3, and X_4, were held constant while the significance of observed differences was tested separately for each of the four variables, Y_1, Y_2, Y_3, and Y_4, for the school year 1965-66.

TABLE 7

VARIABLES

Variable	*Identifying Symbols*	
	Control 1964-65	Criterion 1965-66
Half-Days Present	X_1	Y_1
Grade Point Average	X_2	Y_2
School Offenses	X_3	Y_3
Court Referrals	X_4	Y_4

Shown in Table 8 are the sums and means for the four selected measures of deviant behavior during the year 1964-65 and the year 1965-66, together with the observed change for each variable. Inspection of this table suggests that the experimental group has made greater improvement in average grade point and number of school offenses than has the control group. Analysis of covariance was used to test the significance of the observed differences.

TABLE 8

SUMMARY OF OBSERVED CHANGES ON FOUR MEASURES OF DEVIANT BEHAVIOR

N	Variable Number of students	Control Group 84		Experimental Group 75	
		Total	Mean	Total	Mean
X_1	Half-days present 1964-65	27,119	322.8	24,048	320.6
Y_1	Half-days present 1965-66	26,633	317.0	23,587	314.4
	Observed change	—486	—5.8	—461	—6.2
X_2	Grade point total 1964-65	1,528	18.1	1,330	17.7
Y_2	Grade point total 1965-66	1,418	16.8	1,484	19.7
	Observed change	—110	—1.3	+154	+2.0
X_3	School offenses 1964-65	419	4.9	564	7.5
Y_3	School offenses 1965-66	309	3.6	369	4.9
	Observed change	—110	—1.3	—195	—2.6
X_4	Court referrals 1964-65	25	.298	31	.413
Y_4	Court referrals 1965-66	9	.100	17	.227
	Observed change	—16	—.198	—14	—.186

Summary of the First Year's Findings

The first year's investigation compared the relative effectiveness of the conventional counseling services and the coordinated counseling services provided by an interagency community project titled "A Co-operative Program for the Alleviation of Juvenile Behavior Problems" (RD 1855-G, Vocational Rehabilitation). Subjects were students enrolled in grades seven through twelve in Carver and Roosevelt Junior High Schools and Central High School of the Tulsa, Oklahoma Public Schools who were identified as exhibiting behavior problems. Subjects were placed in a control or experimental group. The groups were paired as closely as possible in relation to the following factors: age, sex, grade, mental maturity, race, and degree of problem behavior. Subjects in the control group continued in the regular school curriculum and received no special assistance other than that conventionally provided. Subjects in the experimental group were enrolled in "Supervised Study" and received the coordinated counseling service provided by the interagency community program. Supervised Study was the focal point for individualized study, group counseling, and coordinated staffing and counseling of students by the probation counselor of the Juvenile Court, the field youth counselor of the Department of Welfare, the Vocational Rehabilitation counselor, and the supervised study teachers.

The half-days present in school, grade point average, school offenses and court referrals were the data used to evaluate the effectiveness of the interagency community approach for the alleviation of behavior problems of students. It was assumed that the measurement of these four variables would reveal significant change in the behavior problems of students. For each of these four variables, comparable information was gathered for the school year 1964-65 and at the close of the school year 1965-66. By means of multiple regression analysis, a significant linear relationship was shown to exist between each of the criterion variables and the corresponding control variables from the previous year. Each of the control variables for the school year 1964-65 was found to be the most accurate single predictor of the corresponding criterion variable for the 1965-66 school year. That is, the most accurate predictor of half-days present was the number of half-days present during the previous school year. For grade point average the best predictor was the previous year's grade point average, for school offenses it was the previous record of school offenses, and for court referrals it was the number of prior court referrals.

These four factors for the 1964-65 school year were held constant through analysis of covariance, while the significance of observed differences for the 1965-66 year was tested separately for each of the four criterion variables.

Findings

Major findings of this study were related to four hypotheses. The hypotheses and related findings are listed below.

1. Null hypothesis one: there is no significant difference in the experimental and control groups in half-days present in school. An F ratio of .005 was obtained on the adjusted criterion means of half-days present in school for 1965-66, and this hypothesis was accepted.[1]

2. Null hypothesis two: there is no significant difference between the experimental and control groups in the mean grade point average. An F ratio of 17.633 was obtained on the adjusted criterion means of grade point average, and this hypothesis was rejected. There was a significant difference between the experimental and control groups in the mean grade point average. The mean grade point average for the control group showed a loss and that of the experimental group showed a gain from 1964-65 to 1965-66.

3. Null hypothesis three: there is no significant difference between the experimental and control groups in school offenses. An F ratio of .569 was obtained on the adjusted criterion means of school offenses, and this hypothesis was accepted. There was no significant decrease in the number of school offenses as a result of planned and coordinated guidance

[1] With 1 and 153 degrees of freedom, F at the .05 level of confidence is tabled at 3.91.

and counseling services. There was a slight reduction in the average number of offenses in both groups from 1964-65 to 1965-66, with the greater reduction being in the experimental group.

4. Null hypothesis four: there is no significant difference between the experimental and control groups in juvenile court referrals. An F ratio of 1.694 was obtained on the adjusted criterion means of court referrals, and this hypothesis was accepted. There was no significant decrease in the number of juvenile court referrals as a result of planned and coordinated guidance and counseling services. Both groups showed decreases in the average number of offenses from 1964-65 to 1965-66, with the control group showing a slightly greater reduction.

Conclusions

The findings of this investigation, while they do not constitute conclusive evidence of the efficacy of interagency guidance and counseling services, do offer promise that this type of approach can assist youth with behavioral problems in grades seven through twelve to modify their antisocial behavior. The statistically significant difference in behavior as measured by grade point averages of the two compared groups has very important implications. School achievement is closely related to antisocial or deviant behavior of juveniles. Research has shown that increase in school performance tends to alleviate the adolescent's deteriorating concept of self and educational aspirations. It can be concluded that the experimental group had greater accessibility to educational opportunity and success upon which to build positive attitudes toward the school experience and prestige among their teachers, peers, administrators and parents.

This study has special significance for education in the inner city, poverty areas. Research has emphasized that school achievement is most difficult for lower class, urban, low income, non-white students and for students exhibiting behavior problems with low measured intelligence. It is significant that all pupils in the experimental group lived in lower class neighborhoods, that 45 of the 75 pupils were non-white, and that the mean measured intelligence of the group was 89.737. The fact that such a group of subjects improved their grade point average significantly would indicate that the interagency program design shows promise for meeting some of the new social and economic demands on the schools in inner city areas.

There was no statistically significant difference in efficiency of interagency coordination on the alleviation of behavior problems as measured by half-days present in school, school offenses and court referrals. However, it is probable that a longitudinal study even beyond the three year study in Chapter VI, would have shown more significant differences. It was obvious that only late in the year did the experimental group become involved to any major degree in character building programs of the broader community, such as scouting, YMCA and YWCA activities, and the VISTA recreation program. It may be assumed that the experimental program was responsible for the final participation of most of the experimental group in these programs because the control group did not become involved. Certainly the outcomes of these programs can be evaluated only on a longitudinal basis.

It is probable that the findings related to half-days present, school offenses, and court referrals were related directly to the increased involvement of participating personnel and closer surveillance of the experimental group. First, students may have reacted negatively to the increased attention they received, and this negative reaction may have taken the form of increased absences and offenses. Second, staff members may have become more sensitive to problem behavior and may have identified offenses more frequently.

The results of the study might have been different if agency administrative and supervisory personnel had been more carefully prepared for the project. Not all of the agencies were flexible enough to support innovation and change. Often there were emphases on clerical and administrative endeavor and attempts to redesign the program to fit the existing framework rather than emphases on becoming inventive, imaginative, resourceful and oriented for the change. Both the educational and coordinating teams were hindered by the inability of some immediate supervisors to adapt to the changes instigated by this program.

Recommendations

This study justifies the recommendation that interagency, community programs for the alleviation of juvenile behavior problems be developed and evaluated. Specific recommendations are listed below.

1. It is recommended that a follow-up study be made of the subjects of this investigation.

2. It is recommended that interagency, community programs provide services for young children whose behavior is more readily changed than that of adolescents.

3. It is recommended that the operational pattern be broadened to include other agencies with psychological, sociological, and educational services for youths. Some of the agencies that should be included are: Employment, Health, Mental Health, Regents for Higher Education, and Vocational and Technical Education.

4. It is recommended that other interagency, community programs be developed and carefully evaluated. Three specific recommendations for evaluation are made: (a) longitudinal studies of the effectiveness of the programs should be made; (b) criteria variables in addition to the four used in this study should be used, and (c) evaluation should be made of the relative effectiveness of interagency, community programs and incarceration in correctional institutions for some juveniles.

5. Since this study has shown that for each criterion variable, from 77% to 98% of the regression variance can be controlled by the corresponding variable for the preceding year, the use of more than a single covariate with each criterion would be unnecessary. It is, therefore, recommended that this modification be made in any future replication of this study to simplify the research design.

CHAPTER V

ACHIEVEMENT DATA FOR JUNIOR HIGH PROJECT STUDENTS IN 1967-68

Dr. Carl Pride's study was to determine the effectiveness of this experimental guidance program designed for a selected group of junior high school pupils. The experimental program was offered in an attempt to increase students' achievement in reading, arithmetic, and spelling, to increase the students' grade point averages, and to increase their regularity of attendance in school. Students who exhibited behavior problems were selected for the study and were divided into two groups: control and experimental. The control group continued in the regular school curriculum and the experimental group were enrolled in the regular school curriculum and a period devoted to supervised study. Supervised study was the focal point for individualized instruction and individual and group counseling. The professional personnel involved in this study were counselors from the Tulsa Public Schools, the Juvenile Court, the Department of Vocational Rehabilitation, and the Department of Public Welfare.

The evaluation was conducted during the 1967-68 school year on students enrolled in Carver and Roosevelt Junior High Schools. There were 28 boys and 13 girls in the control group and 29 boys and 19 girls in the experimental group on whom complete data were available and upon whom Dr. Carl Pride's (1968) dissertation was based.

The following tests were administered to all students prior to Dr. Pride's study: (1) Otis Intelligence Test, and (2) the Metropolitan Achievement Tests, Advanced Battery, Form Am. At the conclusion of the study the Metropolitan Achievement Tests, Advanced Battery, Form Bm, were administered.

The major findings of the study were:

1. The grade point averages for the experimental group were significantly increased.

2. The number of half-days in school were significantly increased for the experimental group.

Conclusions

Analysis of the data revealed two points of special significance. The half-days attendance record of the experimental group was improved significantly for the 1967-68 school year over the prior year and over that for the control group. Also, the average gain in grade points for the experimental group over that of the control group was statistically significant.

When the data was analyzed separately for boys and girls, two significant points were revealed: (1) The grade point averages for the girls in the experimental group increased significantly even though their attendance record did not. (2) The attendance record for the boys in the experimental group showed a significant increase but this improved attendance record did not result in a significant increase in their grade point averages.

CHAPTER VI

FINAL EVALUATION REPORT

This project was initiated in September, 1965, in Carver and Roosevelt Junior High Schools (grades seven through nine) and in Central Senior High School (grades ten through twelve). Approximately 240 students, identified by their pattern of delinquent or pre-delinquent behavior were assigned initially to either the experimental or the control group for this study. During the course of the project, as space became available, new students were added. Thus during the three years over 400 students (experimental and control) were entered in the program.

Students in the experimental group were enrolled in Supervised Study and received the coordinated services of the project counselors from the Tulsa Public Schools, Juvenile Court, Vocational Rehabilitation Department, and the Department of Public Welfare. The control group of students, believed to exhibit a similar degree of delinquent behavior, continued in the regular school curriculum and received no special attention from the four cooperating agencies other than that normally offered to every student.

Each succeeding year, through May, 1968, the project continued to serve the experimental students in these three schools, plus students in Washington Senior High School which was added to the program in September, 1966. At the same time, comparable data were compiled concerning the students designated as the control group.

Population Sample

The population sample upon whom this report is based consisted of the 348 students described below for whom complete data were available. Table 9 shows that the ratio of boys to girls within the two groups was approximately equal, with boys outnumbering girls by almost two to one.

TABLE 9

POPULATION SAMPLE OF THE THREE YEAR EVALUATION

	Experimental	Control	Total
Boys	107	114	221
Girls	64	63	127
Total	171	177	348

Only students who had been in the experimental or control group one full year or more were considered in this evaluation. Table 10 which reports the number of students who were in the program one, two or three years respectively, reflects the high turnover in enrollment among these delinquent or pre-delinquent students.

TABLE 10

POPULATION BY YEARS IN STUDY

Years in Program	Experimental	Control	Total
3 years	18	32	50
2 years	64	82	146
1 year	89	63	152
Total	171	177	348

Reported in Table 11 are the averages for the two groups on five selected variables which, it was believed at the initiation of the program might be expected to reveal significant behavioral changes attributable to the experimental treatment. In the first column is shown the average for the year prior to the time the student enrolled in the Supervised Study class (the experimental program) or was placed in the control group. Column two reports the same data for the last year the student was in school.

It is noteworthy that as these students—both experimental and control—progressed through school, their attendance, grades, and attitude declined, suggesting that they were probably becoming more alienated from the life of the school. Yet both the number of school offenses and the number of court referrals decreased, suggesting a possible lessening of their tendency to defy the mores of the school and community. As they grew older, they apparently learned to control their overt aggressive behavior. Those students who did not control their aggression were removed from school and thus lost from consideration in this study.

TABLE 11

VARIABLES BASED ON PRIOR SCORES AND LAST SCORES

Variable	Experimental Group		Control Group	
	Year Prior to Entering Program	Last Year in School	Year Prior to Entering Program	Last Year in School
Half-days present	314.9	303.9	320.5	309.6
Grade point average	1.6	1.5	1.8	1.6
Attitude rating	5.6	5.0	5.6	5.0
School offenses*	4.3	2.5	1.7	2.2
Court referrals*	.2	.1	.1	.0

*Medians are reported for these two discrete variables. Other variables are reported in terms of means.

Analysis of the Data Concerning Observed Behavioral Changes

Comparison of the data in Table 11 for the two groups prior to entering the program reveals that on four of the five variables the experimental group exhibited the more extreme deviant behavior. Thus in analyzing the data it was necessary to use a statistical procedure which made allowance for these initial differences before a comparison was made between the two groups of the measures taken at the end of their last year in school.

Since the underlying characteristics measured by the first three variables are assumed to represent continua, these were treated as interval scales and the parametric procedure known as analysis of covariance was utilized (Wert, Neidt and Ahmann, 1954, pp. 343-362). For each variable, a test was made of the significance of the observed difference between the two groups during the last year they were in school, while holding constant the difference on that same variable for the year prior to the time they entered the program. Shown in Table 12 are the *adjusted* criterion means for the two groups on these three variables. As expected from the similarity of the adjusted means, calculated F ratios failed to show that any of the differences were greater than might have occurred by chance.

TABLE 12

ADJUSTED CRITERION MEANS FOR THREE YEAR STUDY

Variable	Experimental	Control
Half-days present	305.0	308.0
Grade point average	1.6	1.6
Attitude rating	5.0	5.0

The next two criteria, i.e., the number of school offenses and the number of court referrals, were selected as measures of the relative degree of deviant behavior exhibited by each student. While it is recognized that the underlying characteristic—deviant behavior—is probably normally distributed, the criteria of measurement used in this study yield no more than ordinal scales of what are here represented as discrete variables. It was therefore deemed advisable to use some type of nonparametric test of significance for these criteria.

Once again, however, it was found that the two groups were not perfectly matched on these two measures of the number of instances of deviant behavior during the year prior to their entering the program. Contingency Table 13, for example, shows that all but 34, or 19.9%, of the experimental students had been reported for disciplinary difficulties the year prior to entering the program, while 59, or 33.3%, of those in the control group had no reported disciplinary problems. Similarly, Table 14 reveals that while only 131, or 76.6%, of the experimental pupils did not have a court record, 149, or 84.2%, of those in the control group had not been referred to Juvenile Court during that year.

To allow for the initial differences between the two groups, the increase or decrease in the frequency of court referrals and school offenses (from the year prior to entering the program to his last year in school) was calculated for each student in the two groups. Thus a student whose number of school offenses dropped from 4 to 1 was tabulated as a −3, indicating a decrease in frequency of deviant behavior. In this manner, based upon the direction and degree of change in frequency of the occurrence of the designated behavior.

TABLE 13

SCHOOL OFFENSES

	Experimental (frequency)		Control (frequency)	
Number of Reported School Offenses	Year Prior to Entering Program	Last Year in School	Year Prior to Entering Program	Last Year in School
0	34	40	59	47
1 to 3	38	69	51	76
4 to 6	43	38	36	33
7 to 9	24	12	10	10
10 to 12	14	5	12	6
13 or more	18	7	9	5
Total	171	171	177	177

TABLE 14

COURT REFERRALS

	Experimental (frequency)		Control (frequency)	
Number of Court Referrals	Year Prior to Entering Program	Last Year in School	Year Prior to Entering Program	Last Year in School
0	131	146	149	167
1	27	22	20	9
2	8	2	6	0
3	4	1	2	0
4	0	0	0	1
5	1	0	0	0
Total	171	171	177	177

To test the null hypothesis of no difference in the increase or decrease of school offenses between the two groups, the Mann-Whitney U Test, one of the most powerful of the non-parametric tests, was employed (Siegel, 1956, pp. 116-127). The calculated Z score was found to be 3.179. Reference to a normal curve table indicates that the probability of encountering a difference this great or greater merely by chance is less than one in a thousand ($p = .001$). It has thus been demonstrated that the difference between the two groups in the reduction in the frequency of school offenses was highly significant in favor of the experimental group.

In similar fashion, the Mann-Whitney U Test was applied to the data concerning changes in the frequency of court referrals. The resultant Z score in this case was found to be only .187, far less than that necessary to infer that any significant difference existed between the two groups in the decrease in the number of court referrals.

Analysis of the Data Concerning Observed Achievement Differences

Of the 348 students described above, 97 from the experimental group (56 boys and 41 girls) and 103 from the control group (61 boys and 42 girls) who were still in school at the end of the third year were administered the Reading, Arithmetic Computation, and spelling tests of the Metropolitan Achievement Tests (Advanced Battery, Form Bm). Significance tests were then made on the observed differences between the two groups on each of the three criterion achievement tests, while initial differences in Otis I.Q., age, and sex (1 = boy and 3 = girl) were held constant through analysis of covariance. Shown in Table 15 are the mean raw scores on these achievement tests *after they have been adjusted* to compensate for the influence of the covariates. As expected, none of the F ratios were found to be statistically significant. We have thus been unable to demonstrate the existence of any difference in achievement between the two groups greater than might have occurred by chance.

TABLE 15

ACHIEVEMENT DATA

Metropolitan Subtests	Experimental (N = 97)	Control (N = 103)
Reading	22.4	21.8
Arithmetic Computation	20.6	21.3
Spelling	36.7	37.3

Summary and Conclusions

Of the five criteria selected to reveal changes in behavior and the three measures of achievement, only one—the number of school offenses—revealed any significant difference between the experimental and the control groups, and even the genuineness of this difference might be open to question. (Was there really a decrease in school offenses among the experimental students, or did the project counselor merely intervene when incidents occurred so that the offending student never reached the counselor or principal?) The hurried perusal of these findings would thus lead to the conclusion that this project had little or no influence in alleviating or preventing delinquent behavior among these students. However, there are several other factors which need to be considered before such a sweeping generalization is made.

First, as was observed almost from the outset, the students with the more severe behavior problems were usually assigned to the experimental group rather than the control. This was not only recognized by the project personnel, but is evident in the data throughout the three years of the program. This condition arose out of the earnest desire of school personnel to help those students who were in most desperate need of assistance, an admirable trait in a teacher or counselor principal, but a factor which created a bias of indeterminate magnitude in the study. Despite the use of the most powerful statistical procedures available to remove these differences, it cannot with certainty be stated that the two initial groups constituted a random sample from the same homogeneous population.

Second, there is the question of just what is meant by the acceptance of seven of the eight null hypotheses tested. Failure to reject a null hypothesis does not establish the fact that there is no difference between the two groups, but rather that we are unable to demonstrate at any acceptable level of confidence that such a difference exists. Thus the hypothesis remains in doubt. There may or may not be a difference between the experimental and control groups in behavior and achievement, but on the basis of the data available, it is impossible to state with any assurance that such a difference exists. We have not shown that there is no difference, we have merely been unable to demonstrate that there is a difference.

Third, while the eight criteria used in this study are still believed to be acceptable measures of change in behavior and achievement, they should probably have been supplemented with other instruments more sensitive to the types of behavioral change which this project sought to bring about. These would perhaps have detected subtle but important reductions in delinquent behavior among the subjects of this study, effects which those affiliated with the project are sure have occurred but which cannot be objectively verified.

Evaluation by Department of Welfare

Tulsa County commitments to State children's homes and training schools have dropped more than 50 percent since this three year project began in the fall of September, 1965 (Ragland, 1968). Table 16 is the State Department of Welfare's statistics showing the decrease in training school commitments since VR Grant 1855-G began in Tulsa. There was a significantly greater decrease in commitment of youth from Tulsa County as compared to Oklahoma County.

TABLE 16
COMMITMENTS TO DPW INSTITUTIONS

Tulsa County Juvenile Court By fiscal year, Jul 1 - Jn 30		Percent of State Total	Percent of Change fr. prev. yrs. cmtmt.	State Totals	Oklahoma County Children's Court by Calendar year*		Percent of Total	Percent of change
1950-61 Training Schools:	85				1961 Training Schools:			
Children's Homes:	28			No	Children's Homes:			
	113			Data		No	Data	
1961-62 Training Schools:	70			TS 612	1962 Training Schools:	197		
Children's Homes:	19			CH 227	Children's Homes:	13		
	89	10.6	−21.2	839		210	25.	
1962-63 Training Schools:	56			TS 605	1963 Training Schools:	205		
Children's Homes:	17			CH 215	Children's Homes:	24		
	73	8.9	−17.9	820		229	27.9	+ 9.0
					LATE 1963: TRIAL LEAVE BEGAN			
1963-64 Training Schools:	95			TS 672	1964 Training Schools:	221		
Children's Homes:	45			CH 249	Children's Homes:	34		
	140	15.2	+91.7	921		255	27.6	+11.4
LATE 1964: TRIAL LEAVE BEGAN								
1964-65 Training Schools:	70			TS 563	1964 Training Schools:	204		
Children's Homes:	39			CH 229	Children's Homes:	29		
	109	13.9	−22.1	792		233	29.4	− 8.6
FALL 1965: THIS PROJECT (VR GRANT 1855-G) BEGAN								
1965-66 Training Schools:	70			TS 533	1966 Training Schools:	219		
Children's Homes:	15			CH 223	Children's Homes:	1		
	85	11.2	−22.0	756		220	29.1	− 5.6
FEB. 1966: JUDGE GRIFFIN								
1966-67 Training Schools:	35			TS 442	1967 Training Schools:	160		
Children's Homes:	6			CH 264	Children's Homes:	61		
	41	5.8	−51.7	706		221	31.3	+0.45
Jul. '67 Training Schools	14			TS 230				
Jan. 1 '68 Children's Homes	2			CH 123				
	16	4.5	−22	353				

*Oklahoma County comparisons are only approximate, since court data is based on calendar year and DPW's State totals are reported by fiscal year.

Evaluation and Referrals of Tulsa Juvenile Court

It is significant that the Tulsa Juvenile Court referrals from the four project schools decreased from 262 to 210 from 1966-67 to 1967-68. At the same time the Tulsa Juvenile Court referrals of all schools of Tulsa from 1966-67 to 1967-68 increased by over 10 percent. The only increase in court referrals of project schools was at Central High School where project personnel felt this project was least effective.

TABLE 17

TULSA JUVENILE COURT REFERRALS

Project Schools	Total Referrals	Counselor	Legal Intake	Recidivist
Central High School				
1966-67	56	27	28	1
1967-68	67	26	35	6
	+11	− 1	+ 7	+ 5
Washington High School				
1966-67	40	10	30	0
1967-68	24	7	16	1
	−16	− 3	−14	+ 1
Carver Jr. High School				
1966-67	86	44	29	13
1967-68	53	22	29	2
	−33	−22	0 Same	−11
Roosevelt Jr. High School				
1966-67	86	40	38	8
1967-68	66	26	21	19
	−20	−14	−17	+11

Note. + designates increase and — designates decrease.

Referrals to counselors decreased from 121 to 101 in the project schools in 1966-67 to 1967-68.

Legal intake of the Tulsa Juvenile Court from the four project schools decreased from 125 in 1966-67 to 101 in 1967-68.

The recidivist rate of the project schools increased from 22 in 1966-67 to 28 in 1967-68.

It was evident that there was closer surveillance of the experimental group by the Field Youth Counselor of Welfare and the Tulsa Juvenile Court Probation Counselor. Therefore, the recidivity rate may be due to the increased activity of project personnel in these school communities.

In conclusion the four project schools decreased in the number of referrals to the court. This decrease came in these inner city schools that had exhibited the highest incident rate of court referrals of all the Tulsa Public Schools in the past (VR Grant 1240, 1965). These four project schools had over a 19 percent *decrease* in court referrals, while all other Tulsa Public Schools had an *increase* of over 10 percent in court referrals.

Evaluation of "Supervised Study" by the Experimental Students

On May 22, 1967 the experimental students evaluated "Supervised Study" by questionnaire. The results of this questionnaire are found in Table 18. These findings indicate the tendency for the experimental student to find the teacher very helpful, students got along well, students looked forward to class each day, discussion groups were helpful, and that they would like to enroll in "Supervised Study" another year.

TABLE 18

SUPERVISED STUDY QUESTIONNAIRE

These are the results of the "effectiveness" questionnaire that students were asked to complete by checking ten of twenty-three listed items that would best describe their "Supervised Study" classes.

Statement	Jr. High*	Sr. High*	Total
1. I looked forward to this class each day	27	19	46
2. Students get along quite well	30	25	55
3. It is a waste of time	1	1	2
4. There is great variety in class activities	25	14	39
5. Too boring	1	6	7
6. Interesting and helpful discussions are conducted	26	19	45
7. Teacher is very helpful	31	26	57
8. It is easy to concentrate in the classroom	20	14	34
9. Too much study hall	0	2	2
10. My friends need this class	20	15	35
11. I understand my parents better	18	5	23
12. It is helpful enough to enroll another year	23	21	44
13. I have made future plans	15	17	32
14. A place to learn to understand myself	26	10	36
15. My attitude toward this class improved	18	19	37
16. The other fellow may be right	6	4	10
17. I developed a close friendship in this class	16	10	26
18. We didn't do enough	2	10	12
19. My attendance improved	6	7	13
20. My visits to the dean have been fewer	16	11	27
21. It is a joke	0	1	1
22. My grades have improved	18	16	34
23. Work? Never!	1	2	3

*Jr. High responses, 34; Sr. High responses, 30.

CHAPTER VII

IMPLICATIONS FOR UTILIZATION OF THE OPERATIONAL PATTERN

The literature of the behavioral sciences as exhibited in Chapter II shows concern for agencies of government to coordinate their services for more intensive and effective treatment of our youth in alleviating deviant behavior. This discussion may be passive verbage unless this research stimulates innovations for ongoing action research for improved administrative structures or operational patterns in seeking the coordination of services by the various agencies of government.

This project implies a need for a systems analysis of the agencies of government who are concerned with behavior in identifying the waste in overlapping of services or inadequate treatment for youth. Several agencies of government often provide extensive professional services for one family. This overlapping of services may be expended in duplicate home visits, psychological and sociological services as each agency seeks to accomplish its own particular mission. This systems analysis would seek the number of families in Oklahoma who requiring the large portion of the tax dollar are "problem families." Families of poverty and unemployment who require the services of special education, AFDC, the courts and extensive institutionalization. This analysis should identify and verify disjointed services of government that contribute to ineffectiveness in meeting the needs of the so called "problem families".

This analysis as shown in Table 1 should seek ways for government to save money and concurrently better effect change in behavior by coordinating the treatment program of the different agencies and character building organizations. Every community should identify the needed treatment services and set priorities for the whole "therapeutic community" to meet these urgent needs.

The administrative structure exemplified in VR Grant 1855-G by means of the agency team concept that facilitated government's strategy in providing adequate treatment in gaining optimum efficiency by the coordination of the professionals within the Tulsa therapeutic community. This research indicates an administrative structure that reinforced the efficient functioning of the several governmental agencies and the separate disciplines in a multiagency and multidiscipline strategy. This study attempted to coordinate many of the therapeutic treatment services at all levels of government including Federal, State, county, city and school district, at the counselor-client level. More adequate communications were provided at all levels of government in the alleviation of behavior problems by a streamlined referral system centered around the school. The recommended systems analysis should seek new communications of information dissemination between agencies necessary to cope with complex social problems of a personalized, urbanized, and technological social order. This analysis should seek disjointed and uncoordinated projects of the Federal and State Government in order to recommend new operational patterns in which government can better set priorities in alleviating certain social ills.

This analysis should identify the responsibility and resources of governmental organizations and subsystems as well as organizations and individuals who have a character building mission in certain communities. All agencies and organizations in the community are committed to help in the socialization process: to help the alienated or "social misfit" fit; committed to help the alleviation of social swamps with adverse effect on human development; and committed to aiding the problem culturally deprived.

These project findings further advocate the utilization of the educational concept developed in VR Grant 1855-G which provided for optimum use of the peer influence by the social-psychological group counseling process involving youngsters who exhibit behavior problems. This group work had professional guidance by several agencies even though these groups were centered around the school.

This project recommends an analysis that would affect decision making on questions concerning the alleviation of crime:

(1) Is Oklahoma spending too much money at a later age, when human characteristics are very difficult to change? Should some governmental agencies' regulations be subject to change in order to serve the youth at an early age?

(2) Are we spending too much money on youth exhibiting severe behavior problems in institutions with custodial concepts instead of community based reintegration and treatment to bring behavior change?

(3) Does the current legislation provide adequate, effective, long-range crime control and crime prevention? Is this legislation based on adequate goals, objectives, priorities, and programs?

(4) Should more money be spent on the juvenile delinquent; in prevention of crimes, in active research rather than descriptive study?

Based on the findings of this investigation a State administrative structure would initially seek alleviation of behavior problems in the communities of Bartlesville, Muskogee, Tulsa, Shawnee, Midwest City, Oklahoma City, Lawton, and Enid. This proposed structure in Table 19 is not new but rather innovative in helping each community to better utilize character building services already existing in the community. This structure would seek to alleviate the need of additional personnel in communities by better personnel utilization in the coordinating team concept. VR Grant 1855-G implied that increasing the staff of governmental agencies may have little significance if the agencies are too rigid, too structured and too obsessed by the furtherance of their own particular mission and each agency not reinforcing the whole community's therapeutic services.

The coordinating team concept in the proposed structure is an effective strategy already existing in some Oklahoma communities as a result of the Tulsa pilot study. This concept has been effective in getting the right service (treatment required to change behavior), in the right place (in the community target area or areas of greatest need), at the right time (early diagnosis and treatment by the supervised study educational concept in cooperation with the local schools), and in the right amount (the sharing of sociological and psychological services avoiding the duplication of effort and exposing excessive expenditures of one agency of government for professional services while other agencies are sometimes neglected).

This proposed operational pattern provides for supportive guidance and counseling for the weak parent figures and the so called "problem family." This project is centered in the school; the one governmental agency which contacts and is known to most all youngsters at a very early age. This recommended structure provides for a system by which governmental agencies can support and supplement the services of one another. Each agency should seek to accomplish their task earlier and more effectively with the cooperative support. The school certainly needs the support of other agencies and this structure should provide this support through the coordinating team concept.

Agencies could utilize this structure as a new "frequency" on which they can communicate with their clients, through the channel of a local coordinating team. The coordinating team concept is feasible for no one agency has the authority by legislation nor the budget nor the specialized knowledge to adequately alleviate behavior problems in a community by itself.

VR Grant 1855-G titled "A Cooperative Program Toward the Alleviation of Juvenile Delinquency" was functional as a pilot study for research purposes from July, 1965 to July, 1968 in the Tulsa community. This project was conceived, written and administered by the Administrative Committee (Table 3). This multiagency, multidiscipline approach was accomplished through the coordinating team concept. This coordinating team concept, as developed in this grant has indicated a statistically sufficient difference in favor of the treatment group as exemplified in Chapters IV, V, and VI.

The Tulsa research project terminated in July of 1968. This proposed structure provides the ways and means to utilize the research findings. The several communities that desired to instigate the coordinating team concept and a special educational program within their communities were: Oklahoma City, Tulsa, Bartlesville, Muskogee, Shawnee, and Midwest City. Although these communities attempt to continue their program, there is a need for cooperative guidance at the Federal and State level.

The recommended direction and coordination at the State level should be accomplished by legislation creating an Office of Children and Youth for the State of Oklahoma based on the demonstrated effectiveness of this cooperative effort. The concept could be first tested by a grant request under the Juvenile Delinquency Act of 1967 which would provide research necessary to evaluate this State innovative structure. The grant would also provide time to seek legislation, if the findings were significant, in alleviating juvenile delinquency through an Office of Children and Youth.

The implications of this Statewide project are far-reaching in better meeting the needs of our youth in each community. Through the coordinating team concept each community can seek new innovative practices as conceived by the leadership and professionals of that community. The community will have the framework to develop and adopt their own new strategies that best meet their needs. This could be a better means of developing programs for alleviating problems rather than receiving a directive or guidelines from a remote source.

The community leaders of these selected communities have reviewed the coordinating team concept of VR Grant 1855-G. All of these communities adopted the coordinating team concept and the educational program as modified for their particular community settings and needs. Listed below are the reasons these eight Oklahoma communities were selected for this project:

(1) These communities have access to psychological services.

(2) These communities represent the homes of most all of the youngsters in the State training schools.

(3) These communities exert leadership by their influence on nearby communities.

(4) These communities are geographically located for strategical workshops that would include surrounding communities.

The special educational program as conceived and structured in the Tulsa Research Project could not be lifted in total from the Tulsa school settings and become functional in the other school systems. Schools have local anatomy and are very different in their needs, services, philosophy and local administrative structures for referral services for youth.

The educational concept of the Tulsa study was flexible enough to be used at different grade levels and in different areas of the curriculum. One educational concept quite flexible was the group counseling practice. The Tulsa project group counseling was patterned primarily after the practices of the State training schools and the Tulsa Juvenile Court's Lakeside Home.

The school system found benefit from the experience and knowledge attained in Mental Health, Regional Guidance Center (Health Department), Welfare (Department of Training Schools), Vocational Rehabilitation and Institutions of Higher Learning in developing the group counseling process.

Most communities of Oklahoma are similar to the other States, the sophisticated group counseling concept was developed primarily in corrections, health, and mental health with few public schools being involved. This group counseling concept is a social-psychological approach or phenomena rather than a depth therapy approach. One example of need of this approach is apparent when some schools have only one psychologist for thousands of students. Can one psychologist furnish adequate counseling of the referrals from a large school system on a one-to-one counseling basis? Can the limited number of psychologists (including agency psychologists) be more effective furnishing professional guidance for principals, vice-principals, counselors, social workers, and teachers who work with the behavior problems in groups, as opposed to therapy which takes many manhours for one youth and requires extensive professional training for the therapist. Group counseling sessions were instigated under the direction of the following individuals: Mr. Merl Cornelius, Director of Psychological Services, Oklahoma City Public Schools; Mr. Barney Ratzlaff, School Project Director of VR Grant 1855-G, Tulsa; Mr. Arlo Lindsey, Tulsa Juvenile Court; Mr. Dan Broughton, Department of Welfare, Tulsa; Dr. Carol Attneave, Regional Guidance Center, Shawnee; Dr. W. G. Black, Boley Training School; Dr. Gene Kerfoot, Tecumseh Girls Training School; Mr. Bob Callen, Vocational Rehabilitation, Tulsa and Mr. Bill Amoss, Psychologist, Tulsa Public Schools. As the aforementioned groups function in a school setting, groups in a correctional institution, groups in detention centers, groups of parents who have youngsters in trouble, groups of junior high youngsters, groups of high school youngsters, groups of youth with behavior problems in activities, such as: scouts, ceramics, softball leagues and vocational endeavors could also participate. All of these groups work under the guidance or consultation of a person with special training and experience.

This Statewide proposed structure would furnish workshops or training programs on alleviating behavior problems for local communities. These workshops would concern the phase of human behavior requested by the community and there would be no expense to that community. This project found rather adequate experience and knowledge within governmental agencies in a cooperative effort to offer the various communities seminars, workshops, or inservice training for persons concerned with behavior problems or character building. These workshops need not be restricted for the benefit of one single agency or audience, but a multiagency endeavor, concurrently eliminating existing barriers and biases between agencies.

This multiagency structure should be a means of discussion and planning for the needs of youth in the community and the State by better dissemination of information, public relations, personnel management and decision making. Professionals in such communities should be encouraged to develop an organized treatment, referral and follow-up plan for behavior problems. Treatment programs would be spelled out in official minutes by the local coordinating team with copies to the State Administrative Committee.

Effective personnel management can evolve by means of the local coordinating team supported by the State Administrative Committee. The coordinating team concept should promote better inter and intra agency management of personnel. The Administrative Committee through a State Project Director could provide consultation and guidance of the different community coordinating teams. The State Project Director would carry out the policies of the Administrative Committee which represents the administrators of major agencies concerned with behavior. This Administrative Committee could be chaired by the director of the Office of Children and Youth. This Administrative Committee should be an agent of change based on the advice of a Research Committee consisting of members knowledgeable of research from the various agencies of government. This Research Committee would aid the Administrative Committee in decision making, geared to accurate, objective data, with the computer utilized in the assessment of needs and accurate reporting of findings for long-range planning. The decisions for programs and treatment practices should not be left to "hunch", hearsay or other mystic processes. This decision making process based on sound research should promote thrift by avoiding the waste of non-effective programs. The Administrative Committee could be patterned after the Tulsa Project. This project was effective in utilizing the State Administrative Committee in establishing practices, policies, and procedures for a director.

The day-by-day direction and supervision of the coordinating team in this proposed State structure would be a responsibility of the local project director elected by the Coordinating Team. The local project director would probably be the chairman of the Coordinating Team. Actual personnel management can be provided for the personnel of the many different agencies through the group process. The group should act as a whole in decision making and the group can be effective by submitting formal written recommendations to the various individuals, agencies or the State Administrative Committee when necessary. If an agency or an employee is shirking on duties and responsibilities for youth in a community, the coordinating team is effective in bringing about change. It is very important that the mission, objectives, restrictions and limitations of each agency be respected.

The minutes of every coordinating team meeting can be distributed vertically within each agency to supervisors and directors, and horizontally to other organizations involved in character building.

The Coordinating Team may involve many different organizations at different times as the need arises. Some of the community agencies that the coordinating team may involve in the treatment process of their youth are: Office of Economic Opportunity, National Youth Corps, Job Corps, VISTA, Upward Bound, Head Start, Vocational Technical Schools, Boy Scouts of America, Girl Scouts of America, YMCA, YWCA, Ministerial Alliance, Camp Fire Girls, Salvation Army, Red Cross, Bureau of Indian Affairs, Park Department, recreational and hobby organizations, business and professional organizations, service clubs, National Council on Crime and Delinquency, Office of Corrections, Institutions of Higher Learning, special community projects, philanthropic groups, PTA's, industry, VFW, American Legion, student councils and youth groups or clubs.

The above list indicates a portion of the "therapeutic community." The treatment necessary is often within communities but this treatment may not be utilized effectively in meeting the needs of youth, being disjointed and uncoordinated. Many youngsters with problems who need professional services manage to bypass almost entirely many of these character building efforts in the community including the schools. An example could be the dropout or the youngster who is invited to a character building endeavor and if the youngster is too hostile, hyperactive or recessive—he may not be invited back or referred for help. There are some character building organizations which work only with the good youngster which later may require expenditures and human suffering as the youth is institutionalized. Many of these organizations will design programs and work with all youth once a need is indicated. The bad youth who becomes an adult without special help in changing his behavior as a youth tends to drain our economy and professional services in court costs, welfare, unemployment, expensive poverty programs, institutionalization, urban renewal, model cities, riots, law enforcement, unwed mother programs, and narcotic and alcoholic treatments. The definition of a "bad" versus "good" youth could be defined as an unbalance or balance between the demands of the local community and the needs of the individual. The definition of the so called "good" youngster would be a person with characteristics that are productive to his family and community and satisfying to the individual.

This operational pattern is recommended to alleviate crime where it starts by treatment at an early age using the dynamic services that exist in each community of the State. This strategy should furnish partial solutions to three questions often asked by the behavioral scientist (Bloom, 1963):

(1) If school dropouts, delinquent behavior, and frustration can be predicted long in advance, can we sit idly by and watch these prophesies come true?

(2) If remedial education, social and psychological actions are less effective in later years, can we indulge in remedial, social and psychological work, with too much, too late?

(3) When the school and the adult community environments are at variance with the home and peer group, can we find ways to reconcile the different environment?

This recommendation attempts to provide more supportive counseling and guidance for the youngster with problems during his development in adjusting to reality and becoming a productive citizen. This multiagency cooperative effort should increase our gross national product by better services invested in youth and even more important save much human suffering.

TABLE 19

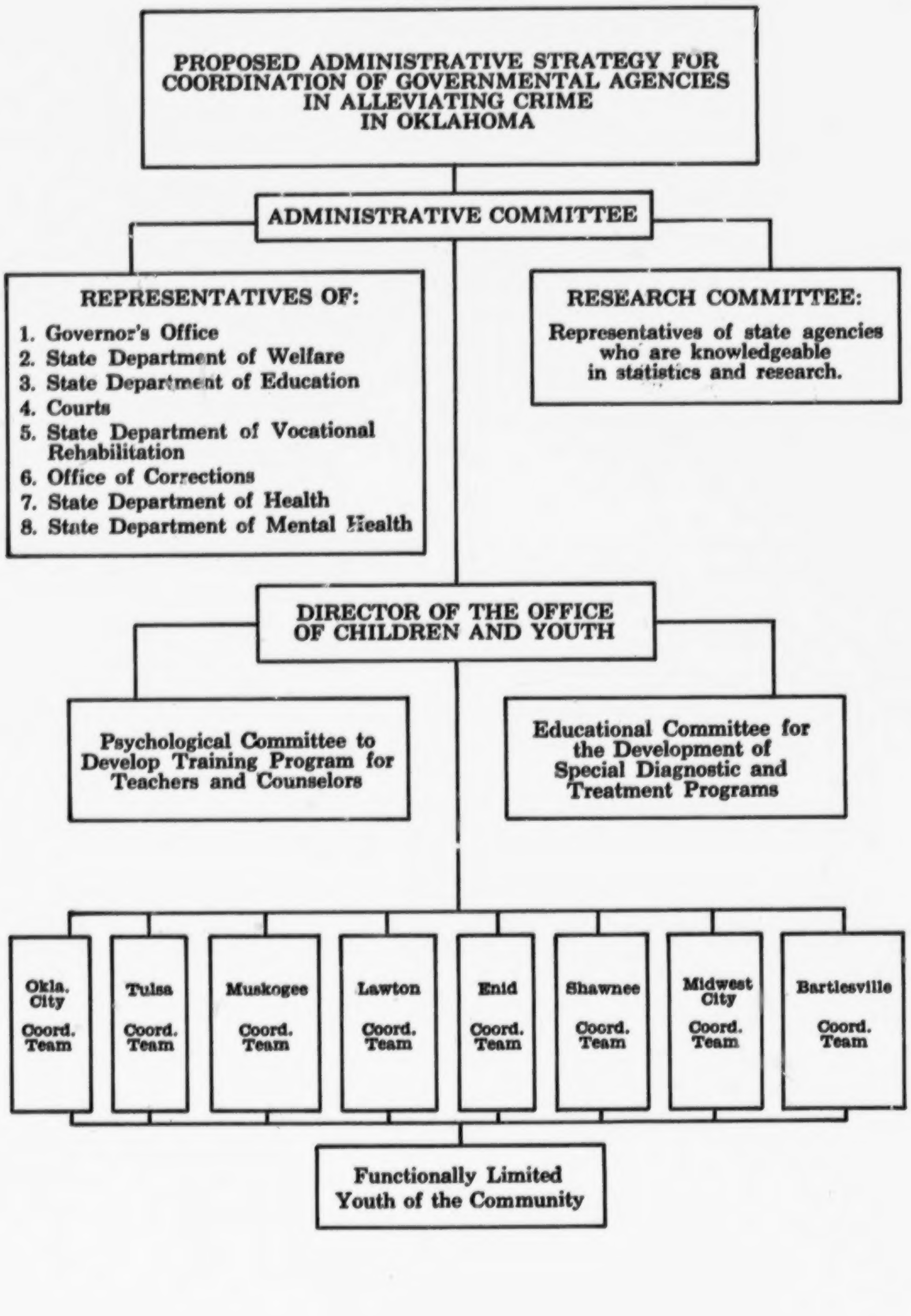
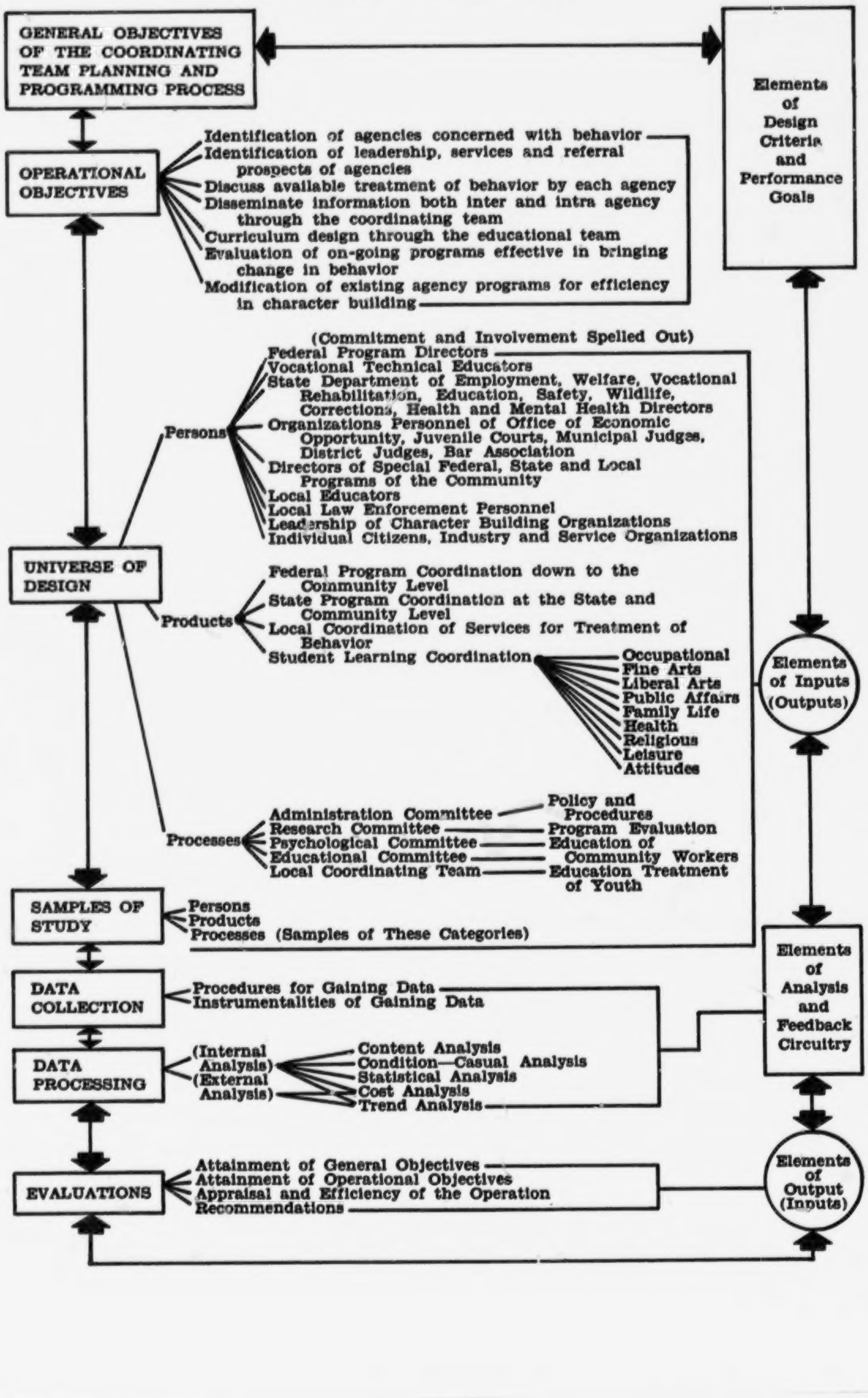

PROPOSED ADMINISTRATIVE STRATEGY FOR COORDINATION OF GOVERNMENTAL AGENCIES IN ALLEVIATING CRIME IN OKLAHOMA
ADMINISTRATIVE COMMITTEE
REPRESENTATIVES OF:
1. Governor's Office
2. State Department of Welfare
3. State Department of Education
4. Courts
5. State Department of Vocational Rehabilitation
6. Office of Corrections
7. State Department of Health
8. State Department of Mental Health
RESEARCH COMMITTEE:
Representatives of state agencies who are knowledgeable in statistics and research.
DIRECTOR OF THE OFFICE OF CHILDREN AND YOUTH
Psychological Committee to Develop Training Program for Teachers and Counselors
Educational Committee for the Development of Special Diagnostic and Treatment Programs
Okla. City Coord. Team
Tulsa Coord. Team
Muskogee Coord. Team
Lawton Coord. Team
Enid Coord. Team
Shawnee Coord. Team
Midwest City Coord. Team
Bartlesville Coord. Team
Functionally Limited Youth of the Community

TABLE 20

BASIC MODEL OF SYSTEMS ANALYSIS AND EVALUATION OF THE COORDINATING TEAM PROCESS IN ALLEVIATING BEHAVIOR PROBLEMS AT THE COMMUNITY LEVEL


GENERAL OBJECTIVES OF THE COORDINATING TEAM PLANNING AND PROGRAMMING PROCESS
Elements of Design Criteria and Performance Goals
OPERATIONAL OBJECTIVES
Identification of agencies concerned with behavior
Identification of leadership, services and referral prospects of agencies
Discuss available treatment of behavior by each agency
Disseminate information both inter and intra agency through the coordinating team
Curriculum design through the educational team
Evaluation of on-going programs effective in bringing change in behavior
Modification of existing agency programs for efficiency in character building
(Commitment and Involvement Spelled Out)
Persons
Federal Program Directors
Vocational Technical Educators
State Department of Employment, Welfare, Vocational Rehabilitation, Education, Safety, Wildlife, Corrections, Health and Mental Health Directors
Organizations Personnel of Office of Economic Opportunity, Juvenile Courts, Municipal Judges, District Judges, Bar Association
Directors of Special Federal, State and Local Programs of the Community
Local Educators
Local Law Enforcement Personnel
Leadership of Character Building Organizations
Individual Citizens, Industry and Service Organizations
UNIVERSE OF DESIGN
Products
Federal Program Coordination down to the Community Level
State Program Coordination at the State and Community Level
Local Coordination of Services for Treatment of Behavior
Student Learning Coordination
Occupational
Fine Arts
Liberal Arts
Public Affairs
Family Life
Health
Religious
Leisure
Attitudes
Elements of Inputs (Outputs)
Processes
Administration Committee
Research Committee
Psychological Committee
Educational Committee
Local Coordinating Team
Policy and Procedures
Program Evaluation
Education of Community Workers
Education Treatment of Youth
SAMPLES OF STUDY
Persons
Products
Processes (Samples of These Categories)
Elements of Analysis and Feedback Circuitry
DATA COLLECTION
Procedures for Gaining Data
Instrumentalities of Gaining Data
DATA PROCESSING
(Internal Analysis)
(External Analysis)
Content Analysis
Condition—Casual Analysis
Statistical Analysis
Cost Analysis
Trend Analysis
EVALUATIONS
Attainment of General Objectives
Attainment of Operational Objectives
Appraisal and Efficiency of the Operation
Recommendations
Elements of Output (Inputs)

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APPENDIX "A"

THE SUPERVISED STUDY TEACHER'S ROLE

When we refer to teachers we are not referring to a popular stereotype of the classroom teacher. We are not referring to the person who presents well-defined academic subjects according to plan and does not depart from this plan to deal with questions and problems the students raise, especially outside of the subject area. We are talking about the kind of teacher who always concerns himself with any problem that youths have and any questions that they raise relevant to problems of daily living. This is the sort of teaching that a wise parent does with his child. It was the sort of teaching conducted by Socrates or Jesus. It aims at educating for adult living.

Ideally, parents do most of this job. Good schools, the church, and a therapeutic community reinforce the child's realistic understanding of himself and his world. Some children, however, miss out on many of these fundamental conditioning experiences. Such deficiencies in basic education limit their ability to profit from other educational experiences.

They may appear to progress through them, but such progression becomes increasingly meaningless, and eventually they reach points of uncertainty at which they rebel and withdraw. They constitute a "risk-population" from which a significant number of delinquents emerge and enter a correctional program.

The average public school today is probably not equipped to make up for basic deficiencies in parental education of children. The close personal relationship between teacher and pupil has broken down in the face of large numbers and mobility.

Public education teaches to some broad common denomination with consequent loss to individual meanings. The ultimate in depersonalized student-teacher relationship is the teaching machine. This project attempted to provide a highly personalized relationship as a practical and economically efficient method of education. This educational concept has the responsibility of interrupting the student's indifference to education. The first task is not finding some way to communicate more content to the individual. It is to develop in him pre-educational values and attitudes which will rechannel his curiosity, energy and talent along lines useful to himself and acceptable to society.

The implications for supervised study teachers are:

We do better to keep our goals few and our program smaller in scope, so that purposes and means remain clearer and more unified. This helps prevent individuals from becoming lost in the complexities of the school's institutional framework. The new trend toward treatment team concepts and decentralization in community based correctional systems is based on the realization that departmentalization goals are becoming ends in themselves, especially as schools and correctional institutions become oversized and overloaded. In this way, sub-programs or the various factors of a complex total program come into conflict with one another, e.g., custody, education and treatment.

The "supervised study" teacher is like a good parent who goes back over the whole educational sequence and fills in the gaps. Before the reader jumps to conclusions that overwhelmingly high standards are called for in this kind of teaching, a misconception needs to be clarified. Many parents (and teachers) assume that they have to maintain an image of perfection in their behavior and in their knowledge. Many teachers assume that they must have the key to all knowledge. Actually, these students do not want, and do not need, a perfectionistic ideal. A model of perfection implicitly sets impossible standards for the student. Lofty standards are essentially inappropriate for behavior problems whom we often see turning away even from moderate goals because, to them, they seemed impossible to attain. A child needs a person whose feelings and behaviors are real and who is obviously concerned about him. The supervised study teacher need not have "the answers" to all problems. It is important that he has a system of goals and means to live by which he can demonstrate.

This ought to include some method which provides a reasonable and useful approach to solving problems. It is surprisingly easy for the teacher to relate and work effectively with students when he has a system which he understands and which the students sense will assist them in solving their problems. Such a system provides a framework within which the supervised study teacher relates confidently to students and it encourages the students to relate to him. It represents, moreover, a means of dealing with issues and conflicts providing internalized direction rather than externalized control. The teaching of problem solving is central to the teacher's role function in the supervised study.

The supervised study for delinquents is essentially easy because the desire for this kind of relationship is vital and persistent. The delinquent is often a poor student. This becomes an almost inescapable situation for the "average" delinquent, consequently, he is an estranged, alienated and unhappy person. He is cut off and increasingly unrelated to the mainstream of social life. He still needs and still wants to relate, to learn, and to become a member of the human race. These needs will persist and will move him toward the adult whom he finds can teach him how to succeed as a man. The toughness and self-sufficiency in delinquents, which conceals these needs, is merely a facade which does not impede this sort of movement.

A most important strategy in the sequence of correctional education is the development of an "identification" between teacher and delinquent. The delinquent has already learned by a process of alienation from some groups and forced association with others to incorporate certain values and to reject others. Hopefully, by the same process of identification, he can learn or relearn more effective values and problem solving orientations. "Correct" values, attitudes and motives evolve out of identification and emulation, but are rarely taught by direct instruction.

There are two prime obstacles to effective education with behavior problems. The first has to do with the way we react to the defensive tactics in these youth. For example, if a youth acts in a derogatory way toward us, we create problems if we take it as a personal insult which we must counter in order to re-establish our dignity. When our goal is educational, there is no need to react to a youth's aggression in a personal way in order to preserve our position of authority and respect. There is every reason not to do so. A man's respectability is not contingent upon the attitudes or actions of a parent or student. Only the teacher himself can undermine his own respectability. He may do this by accepting these actions as threats to his respectability and by being defensive. If he does this, he not only loses something of himself, but he destroys his usefulness as a teacher and as a model to the student. This happens even if it is a "successful" defense; if we meet hostility with greater counter-hostility, if we deride him for his derogation, we sanction and reinforce the youth's self-defeating need to see adults as enemies. We reinforce his commitment to the use of power in elevating one's self at the expense of others.

Another reason that we tend to have difficulty in relationships with behavior problems is that all of us have difficulty admitting imperfections in ourselves. Everyone has notions of what he would like to be and how he would like others to regard him. To the extent that we are defensive about this, we will have exceedingly harmful differences with these youth. The project student is an individual who has developed some exaggerated notions about strength and power. These notions are reinforced when he can destroy the defenses of others and show them to be weak and helpless in relation to him. This tends to lead to perceptiveness in detecting others' soft spots and pretenses. Defensiveness and pretension constitute, for the youth, an invitation to attack. The best defense with the student then, is no defense at all. The correctional teacher, who has no illusions to maintain, who accepts himself for what he is and is reasonably comfortable with himself will not be assailable by delinquents.

The strategy of education is that the delinquent's way of relating to others (the resentful attack, the desire to derogate the other and superordinate himself) must become meaningless. The delinquent has learned to relate to others in this way, and correction involves learning equalitarian ways of relating to people. He cannot learn these from a teacher who validates his previous learning by participating in a power struggle with him. It does not matter who controls the relationship as long as the nature of relatedness is the use of power in order to reduce another's defenses. In relationships of this sort conditions are always changeable, so that he who wins the first round may lose the next. As long as project personnel engage in a destructive power struggle with delinquents, they will continue to teach them more skillful techniques of power relationships. If the teacher is consistent in his refusal to accept the dimension of power, he is not only invulnerable, but he forces the delinquent to explore other ways of relating.

Our concern, thus far, has been the basic teaching approach of the supervised study teacher. The teacher needs to teach the delinquent the techniques and values of equalitarian relationships. The teacher needs to be the kind of person who accepts his own imperfections and faces his problems openly and confidently. This has to be taught by example, not platitudes. But, what substantive knowledge does the teacher teach and how does he teach it? Simply, the teacher teaches basic adult behaviors as they pertain in our society. He supplies information that is required in adolescent and later adult roles. What normal adolescents have and what delinquents lack, are:

1. An essentially positive conception of one's self. A person must regard himself as a person of value and worth. This value must not be conditioned by such things as performances which are useful to another person, or mainly valued by another person. Self-regard includes seeing one's self as a person and not a thing. To achieve this, a person must value and develop in himself characteristics of human beings that are found in every society. These characteristics, expressed as generalities, are:

   a. Man is the social animal: it is the nature of man that he exist in social organization. This means that he plays a responsible part in a system of behavior involving groups of people. Love for one's fellow-man as human being is an end in itself rather than a means to political or financial advantage.

   b. Man is the animal that creates: it is the nature of man that he produces or creates things of value to himself and the group to which he belongs. Man derives a sense of personal achievement and mastery over himself and his world in the act of creating. Socially useful production provides a reinforcement of man's satisfaction in being related to a group. However, social utility should be a relatively minor consideration.

c. Man is evolving. Man has become sufficiently aware of himself to examine the fact of his own existence and to outline his future direction. A man is a purposive, goal-directed person. If he refuses, or loses this purpose, he regresses to the state of an animal who is directed, but perhaps unaware of being directed, by external forces of nature or by his own animal instincts.

Boiled down, this means that every normal person must have a responsible and contributory part to play in his group. Although it is desirable that he have a plan for living, he must be aware that his existence and his purposes in life are open-ended and constantly expanding. Plans for living must be harmonious with, and contributory to his society and himself. It should provide the individual with meaning and satisfaction. It should include progressive, realistic steps toward the goals he sets for himself.

2. The second lesson that normal adolescents learn is an essentially positive concept of others. The way we see others is a reflection of our self-concepts. Consequently, the way we regard the attitudes and behavior of others is actually an integral part of the self. There must be a thorough understanding of the mutual need and the inter-dependence that exists between persons. Integral with positive conceptions of self and others, are respectful, accepting attitudes. Behavior consistent with these ideas and attitudes is what supervised study should seek to teach.

3. The third lesson that the normal adolescent learns is certain skills of knowing and doing. These skills are basic to the concepts, attitudes and behavior relating to the self and others.

   They include skills in:

   a. observation, awareness, accessibility, discrimination

   b. expression, exploration, ability to tolerate error and limitations

   c. reasoning and evaluation

   In addition, the normal adolescent develops positive attitudes about cooperative group behavior which, in turn, are based on:

   a. group interest and orientation

   b. tolerance of controversial ideas and feelings

   c. empathy

4. The final important attribute that a normally developed adolescent has is the accumulation of knowledge requisite to personal adequacy and instrumental to long-range goals. It is in this area that formal schooling concentrates. It cannot be emphasized too

> strongly that development in this area should rest upon solid foundations in the other areas; otherwise it is meaningless and breaks down under stress. To concentrate education in this area is tempting because it has the sanction of tradition behind it and, therefore, an apparent validity. It is further tempting to concentrate education in this area because the accumulation of knowledge lends itself to measurement. The teacher can prove that he is doing something with his immediate efforts regardless of how useless this something may be ultimately.

We now return to the second problem in supervised study: how to teach? Teaching is a process of designing and managing an environment so that people can learn in it. Applying this principle to the teaching of the delinquent, it becomes a matter of arranging the supervised study environment so that delinquents can learn in it.

The accepting, respectful nature of the way the teacher relates to the delinquent has already been mentioned. It was also pointed out that this is, at once, an approach that avoids much of the student's resistance (making it possible for him to learn) and, at the same time, includes examples of what to learn. Teachers, by their actions and manner, can demonstrate positive conceptions of themselves and others. Concepts, attitudes and values are inferred most efficiently from meaningful behavior interactions rather than from a brief period of didactic instruction. The teacher most efficiently corrects when he is a living example of one who values himself and others. He must be an example in act and manner as well as in words.

The effects the teacher has should be part of an ongoing experience. These effects are facilitated if they are shared in a group. In fact, they can be multiplied to the extent that others in the group imitate the teacher's behavior. There are distinct advantages in having members of a group identify with and imitate their teachers so that the message, by extending throughout the whole group, becomes more impressive and believable. This kind of action obviates the necessity of authoritarian behavior on the part of the teacher. Authority, as a source of information and focus of control, is diffused. This reduces the possibility that an individual can become dependent upon an authority. It reduces the opportunity to manipulate the authority. It is a difficult, if not impossible, task for an adolescent to manipulate or deceive a group of his close associates. A final advantage of having group members imitate the teacher is that this gives the teacher a spread of effect through time and in number. The concepts, attitudes and behaviors he inculcates are reinforced through the various interactions that occur among students during the class. In this manner, the forces of change can be made to permeate the daily life of students.

Teaching delinquents how to think begins with the necessary first steps of shaping and molding through identification and imitation.

Our major attempt in developing an educational curriculum is to relate the simpler reproductive processes underlying learning and perception to the productive processes of problem solving and thinking. Learning and thinking are no longer regarded as separate events as far as "learning theory" is concerned. Unfortunately, the issues are not as unified in "learning practice". Most contemporary methods of teaching have taken the thinking out of learning. Adolescents, who exhibit severe behavioral problems, need to be taught and to practice a thorough-going approach to problem solving. We need to concentrate our efforts on the possibility that these adolescents can "learn to think."

The ultimate value of teaching behavior problems to think is that thinking tends to prevent impulsive behavior and thinking makes it possible to solve problems when there is no one around to imitate. The role of feeling in decisions and behavior has become so popularly accepted that the role of thought in inhibiting impulse and resolution of problems has been neglected. It is not necessary for the teacher to be an intellectual or a philosopher in order for him to teach delinquents how to think. The accepting, respectful atmosphere which the teacher creates will make students feel less threatened and more comfortable. When people are anxious, and under threat, their awareness narrows to the objects they are afraid of. When they become comfortable, this awareness expands both inward and outward. This makes it possible to see relationships and to see differences, i.e., they define things more objectively. For example, in a group where a student finds that his hostility is not met with counter-hostility, he will eventually cease to behave in an angry way because it is meaningless to do so. As the behavior changes, so does his understanding about the nature of the teacher, about other students and about himself. He notices that they are not behaving in an angry way toward him. Perhaps he was feeling angry toward them and he expected them to be angry toward him. He sees them as different from what he expected. He can see them as different from the kind of people he has known before. He may eventually perceive the behavior of others. He expands his knowledge of himself and others by recognizing that his perception of the behavior of others is related to his feelings. This is, incidentally, an illustration of the process of changing beliefs, perspective and behavior by altering experience. The point here is that this sort of foundation is requisite to the occurrence of clear thinking.

Delinquency is a role learned to protect the individual from failure in the social system. It protects him from feelings of degradation in social functions and feelings of guilt and worthlessness. In order to educate the delinquent, the delinquent role must become non-utilitarian. Simultaneously, he must be shown that a socially acceptable role can work. Effective progress toward the ultimate goal of including socially acceptable behavior requires extensive understandings of the purpose and the utility of "delinquent behavior." This body of knowledge is the basis of tactics referred to earlier.

Earlier the estrangement of the delinquent was traced out. The estranged individual has feelings of loneliness and being misunderstood. The person who can relate to an estranged person provides him with a meaningful and giving contact. A frequent observation in the development of a delinquent's career is that the parents and, perhaps other adults, communicate that they cannot understand him and they cannot control him. When the teacher communicates that he does not understand him and that he can control his own behavior, this is of great value in enlisting the delinquent in a relationship. The power of "understanding" becomes apparent when the factor of acceptance is added.

The student with behavior problems has no doubt encountered others who have understood him. These may have been parents, police, judges, peers and many others who may have been able to read his behavior and predict it. The youth may have encountered others who respected him and trusted him, but whom he could manipulate and deceive. An ability to understand or predict, which does not include respect and the ability to educate, will not be sufficient to change the career of a social deviate; neither will a non-understanding acceptance. The delinquent has a basic conviction of his worthlessness which must be altered before his self-concept will be adequate to the pursuit of a personally enhancing, socially acceptable way of life. The delinquent identity is based on a delusion. The core of this delusion rests on a self-degrading way of life to protect the delinquent against feelings of guilt and worthlessness. Exploding the delusion is a fundamental step in supervised study. It can occur only in a relationship where there is respect, understanding and sincerity.

The teacher will be able to manage this if he can detach himself from the immediate situation and if he can reassure himself that he is not the real object of the student's hostility. He must be able to recognize the hostility for what it most generally is, a displacement from the youth's mother, father or authority image to the teacher.

The teacher who can achieve some degree of freedom from cultural bias is able to incorporate a system of understanding which neutralizes his emotional and ethical reactions to the more negative features of delinquency. This kind of freedom on the part of the project staff has helped them avoid a common and serious tactical error in working with delinquents, i.e., to moralize, preach and recriminate. (The Tulsa Consultative Center, Title III, gave most valuable in-service training to project teachers in freedom from cultural bias.) This error is most often made when we misapply cultural beliefs, for example, we may assume that deviant acts are pleasurable to the delinquent. We may assume that all we need do is to intensify reward and punishment, or worse yet, to exhort the delinquent to repentance and compensation. The fact is that if we can change the way a delinquent experiences events, he will see the error of his ways by himself. Until his experience has changed, attempts to make him see the error of his ways will simply lead to pain and increase his need to defend himself.

"Understanding" provides increased self-evaluation for the delinquent, but there are additional benefits to the person who understands, i.e., the teacher. One of the most serious threats to morale occurs when a person does not know what he is doing and wonders if he is accomplishing anything. Principles and practices, whose effectiveness can be demonstrated, provide a secure foundation for the teacher. This foundation allows the teacher to manage a re-educational relationship with the delinquent. The increase in morale is helpful to the teacher in weathering some of the stormy limits-testing behavior of the delinquent.

The belief, or conviction, that the delinquent's behavior is understandable will tend to make it understandable. The teacher will acquire, with this conviction, a measure of confidence in the ultimate success of his efforts. The teacher who can understand the crucial value of relationship plus the counter-maneuvers of delinquents to block it, is provided the means for handling problems that occur when a relationship begins to develop. Very early, the delinquent is likely to test the relationship for its safety and, if safe, for its sincerity. His general mode of handling anxiety in such relationships will be to attack the sincerity of the teacher. It is easy for the delinquent to construe any self-defense on the part of the teacher as assertion of authority. This is all the evidence he needs to justify his rejection of the teacher. However, if the teacher understands the reasons and the processes of displaced hostility in the delinquent, if he can understand the delinquent's needs for an "enemy," he can avoid being drawn into a reinforcement of the self-defeating system of the youth with behavior problems. The youth needs something to counteract, such as extremes of punishment and control, in order to validate his deviant behavior system. If the situation does not allow him to validate the conviction that the world is against him, the conviction of his own worthlessness collapses.

As the teacher initiates a relationship with these youths, the delinquent will become curious about him. The initial curiosity may follow from the student's awareness that this adult is different. He seems to have strength and security in his own position. He does not need to attack, or respect others. Yet, he does now allow himself to be manipulated. He is neither the foolish helper nor the hateful oppressor. The teacher who appears to be a reasonably "good" sort of person is one whom the youth with behavior problems can explore further. The exploration will, of course, include some very personal curiosity, e.g., what kind of home he has, the car he drives, his social, recreational, educational activities, his family attitudes and behavior, items about his past and his ideas about the future. A narrow definition of the teacher role, precludes any inter-communication about this sort of personal information. It is pertinent to an educational role because the youth, consequent to his estrangement and conflict with his own parents, has not learned the details of socially acceptable adult behaviors. In telling him, or showing him, the teacher adds to the relationship. He teaches by example, by using the relationship to make his personal values, attitudes and behaviors open to examination. This type of relationship opens the way to the ultimate objective of education, learning how to solve the daily problems that confront a human being.

It was stated earlier that attitudes of acceptance and respect are basic but, in and of themselves, insufficient in education. Acceptance and respect are not ends in themselves. They have greater use than just to bring about the collapse of the delinquent's war with the adult world. The ancient battle with his mother, father and almost any authority has been over the sensitive issues of self-valuation and self-direction. Every subsequent hostility reveals that, for the delinquent, the issues are still very much alive. The delinquent wants acceptance and respect but he doesn't know how to get it. The teacher is the first person likely to recognize the needs for acceptance and respect. He may be the only person who can teach him how to obtain them.

Once over the hurdle of testing and finding the teacher safe, the delinquent may form a dependent relation upon him reminiscent of the parent-child relationship. This relationship involves a certain amount of imitative learning. Most important, the delinquent learns an accepting, respectful way of relating to others. Project classes provided a kind of group experience wherein the students were able to try out and develop ways of relating with one another as peers and to the teacher as an adult authority. This kind of small group teaching has the distinct advantages of taking examples of adult world behavior and referring them to one's peers. By spreading the relationship experience from an individual to a group, inter-dependency is achieved and the negative aspects of over-dependency avoided.

In this phase of curiosity and imitative learning, it may be necessary to set some personal limits. This depends largely upon the individuals involved. However, this kind of limit-setting, like any other limit-setting, needs to be done with honesty and sincerity.

It is necessary to present one's self as openly and honestly as possible for this will permit several things to happen. If the teacher uses his own example as just one way of thinking, doing and feeling, the students are free to examine such other models as may be available and over-dependency on one person, or on one type of solution, will be avoided. They will be able to accept the examples, experiment with them themselves and reject them as they see fit. In the context of a group of peers, such behaviors can be thoughtfully judged and extensively validated.

As this process develops, the teacher can help by teaching techniques of critical thinking by: posing questions, examining possible solutions, evaluating these solutions, the rephrasing of questions, re-examining solutions and re-evaluating solutions. The process of identification and problem solving is repeated as each new area of life adjustment is examined.

Those who teach project students in supervised study do not need to know a great deal about teaching academic courses. They have to know a great deal about delinquency, human nature, how people learn, and how to teach them to think.

It should be obvious that open, sensitive relationships with the experimental students required extensive changes in the structure of ordinary type classes.

APPENDIX "B"

"SAMPLE" STAFFING REPORT

Name: Glen Sex: Male Race: Negro Age: 12.5
School: Carver Junior High Grade: 7 Birthdate: June 12, 1953
Date of Staffing: January 3, 1966 IQ: 83 Otis
96 KA

Family background: Children born out of wedlock. Mother culturally retarded. Mother in need of surgery but has such great fear she won't have it done. Home filthy. When Mr. Jones visited the home he was certain that the utilities had been cut off. The mother gives no supervision and there are nine children, ages from 8 months to 14 years. Glen has been absent only 5 days this semester. His mother does not force him to go to school.

An older sister, Ruth, is also in the Supervised Study program. Ruth is 14 years old and in the 9th grade. She is clean and neat and does what cleaning is done at home.

Glen says he wants to be a railroad engineer. He made 2 B's, 1 A, 1 C and 1 D at the nine weeks' grading period. He needs to be encouraged about personal hygiene.

Agency referrals: The family receives welfare. The caseworker visited with Glen and stated that he seemed interested in school at the time she was there. The case worker is Mrs. Smith. She also said Ruth attended school because she wanted to—not because the mother insisted. Assistance from Welfare or Crippled Children could be obtained for the children should it become necessary.

Glen has not been identified with Juvenile Court.

Summary: Large family of children. Welfare received. Mother gives no supervision and she needs surgery. Glen feels neglected and has inferior feeling about his self worth.

Recommendation: Continued support from teacher needed in helping him find access to success. Personal hygiene should be emphasized, if it can be done tactfully by the teacher. The caseworker should be informed of the cleanliness of the sister and compliment Ruth on her appearance and being so responsible.

Staffing team:	*Assigned referral responsibility:*
Ratzlaff, Project School Counselor	
Broughton, Field Youth Counselor, Welfare	
Lindsey, Probation Counselor, Court	
Callen, Voc. Rehab. Counselor	
Elliott, Teacher, Supervised Study	
Amoss, Project Psychologist	

APPENDIX "C"

STAFF MEETINGS

Project staff meetings were scheduled weekly. Many different items of business were discussed ranging from personal staff conflicts to problems our students were experiencing.

One of the unique features of the meetings was the interagency interaction. This was, of course, one of the purposes of the project. The understanding of the functions of each agency was greatly enhanced because of the exchange of data in regard to serving our youth. We found, for example, that the Juvenile Courts did not have jurisdiction of boys over sixteen years of age and girls over eighteen years of age. Therefore, our court counselor maintained a "social intake" rather than "legal intake" in order to work effectively in the project. Initially the Vocational Rehabilitation counselor could begin to give services to anyone under sixteen years of age. This counselor could take their case and have it diagnosed, but, could not render service. Because of age limitations some of the agency services were available to only a segment of the students. Field Youth counselors and the schools were the only agencies who could realistically give service to all age groups. Legislation has been proposed to increase juvenile court age jurisdiction to 18 for the boys in Oklahoma. Even though the age regulations may prove to be practical from an individual agency point of view, it restricts the implementation of agencies. An example of the problem of implementation was the tendency to refrain from using the power of the courts to force compliance with the school attendance laws of the State. Although the main reason for not insisting on compliance in the age above 16 was, perhaps due to the fact that the schools did not always make an attempt to enforce the compulsory attendance law. However, the problem would have been much simpler if counselors could have had more jurisdiction.

Meeting the needs of the individual was a very basic purpose in this project. The first year the staff decided to analyze the needs of each child and suggest remedial measures. This was systematically accomplished as a result of many staffings. The names of the students to be staffed were decided upon during the previous meeting. Members of the staff were asked to secure certain data from their agency.

During the next meeting the various staff members would report their findings. These were discussed and, if problems existed, remedial measures were recommended.

Not only was the staff interested in the problems of the student but also in some of the physiological causes of these problems. Therefore, each student was given a physical examination by a medical doctor. The following procedure was followed: A note was sent to the parents which either refused or permitted us to arrange an examination for the child. Completing the proper forms, mailing them to the examining physician, and making appointments was the major responsibility of the Vocational Rehabilitation counselor. Almost all of the project members cooperated with this undertaking. Some problems were found; but most all the students were physically healthy. Transportation was furnished by parents or staff members. The psychologist gave psychologicals and related the findings in the staffing process.

Staff meetings were useful in discussing a multitude of items that pertained to the project. Among some of them were the following:

1. Agency services
2. Student problems
3. Planning sessions
4. Staffing students
5. Progress reports
6. Discussions on group counseling activities.

APPENDIX "D"

PROPOSAL FOR A COUNSELING STRUCTURE

The project concludes that continued emphasis must be placed on more individualized education. When the regular school counselor must advise 400 students, he has little opportunity to offer more than educational advice. Therefore, it is apparent that additional staff would be recommended in future programs to assist those who need additional counseling services. This will require additional funds, but maybe less will be required in the long run than if these individual needs are not met. A beginning in this direction is a proposed "Intensive Counseling, Referral and Follow Up Service Committee."

This committee should consist of an educator, social service employee, a member knowledgeable in job and training opportunities in a particular locale, and a secretary.

The main objective of the committee would be to utilize services for the individuals that are referred. At times an individual member would counsel independently on matters that pertain to his specialty. At other times, direction would be given through group consultations.

When a student's problem is referred to the committee, the referring school counselor will submit a history of the student so that when the student arrives the committee will have had certain basic information. The initial interview will include the student and all members of the committee. The interview could be taped if permission were granted. An appointment should be made to see the student later that day or the next day. After the initial interview the committee will remain in session and play back the tape. Then alternatives would be discussed concerning the best plan in the student's behalf. At the next appointment, the student would be consulted. When the final course of action is reached, the student would be assigned one of the counselors whose knowledge and experience is best adapted to assist the student in his plans.

At this point a number of actions could result, such as the following types of referrals and staff follow up:

1. Part time job or job training
2. Medical checkup through Welfare Agency
3. Home visits
4. Tutors assigned if student remains in school
5. Referrals to proper agencies for which the individual qualifies for service
6. Testing by psychiatrist and a selected agency which qualifies for the agency service

7. Constant follow up, whether in school or out of school (check the enrollment at the beginning of each school year and contact those not enrolled)
8. Work with school official in schedules being changed
9. Coordinating with school counselors concerning plans and progress of plans
10. Progress follow-up of referrals, action and results
11. Scheduled conference with youth with severe educational or behavioral problems.

The number of dropouts should be alleviated. Many of the reasons project students gave for dropping out were legitimate ones, but some would have stayed in school if they were given alternative actions in the counseling and referral process.

Often when students were expelled from school, no effort was made to refer the expelled student to a youth serving agency or make any recommendations for future planning. Therefore, the student was simply dropped with no further concern.

The following suggestions provide a few referrals that have been made for project students:

Neighborhood Youth Corps or Job Corps. Even though a waiting period of 90 days was required, the project submitted the names to the agency so that they could make plans to contact the individuals to inform them about the advantages of the program. If the student's attendance had been very poor the principal would write a letter requesting the waiting period be waived. After 90 days, checks were made with the Youth Corps to see what action, if any, had been taken in behalf of the expelled student. If no suitable plan was being followed, the project counselor would contact the student to see if he would be interested in re-enrolling for the next semester to continue his high school education.

It is difficult to know how long the agencies should continue the training of a student. These students may require special attention throughout life unless some agency continues to exercise a degree of responsibility for his training especially at an early stage of his life.

The proposed committee should consist of an educator, paid by the local board of education; a representative from the social services, paid from State funds; and a representative from the Youth Services Division of the State Employment Agency paid out of State funds. The secretary would be an employee of the local school system.

Due to the expense involved, the Center would, of necessity, be a system-wide responsibility, with an office in a centrally located school in the inner city.

APPENDIX "E"

IMPLICATIONS FOR HOME VISITS

Schools should capitalize on the potential of educational benefits that can be reaped from a closer tie-in with the home. Where there is a parent with an appreciation for education, there may be a child who has an educational advantage. The project students seemed to benefit by what teachers and counselors knew about the home environment.

There are many educators who would plead that involvement with the parents is beyond the scope of education. Some teachers feel that many families are not interested in the education of their children. Many parents are "frozen out" of involvement in their children's education. Home visits are no "cure-all" but when we consider that often the lack of communication is the root of problems it could very well be the beginning.

The planning stage of the home-visit plan must be the responsibility of a committee consisting of administrators, teachers, and parents. Guidelines to implement the program should be closely supervised. The following suggestions are but a small beginning in working with parents.

1. Contacts with the home should be made one year prior to the child's entrance into kindergarten. The attendance and census department would be asked to supply each grade school principal with a list of those who are expected to enter kindergarten within a year. Parents could be advised concerning entrance requirements and other concerns of the child's entrance into formalized education. Parents can work on a one-to-one basis with the very young and thus may prove very effective for a "head start". We feel that positive effects would result in the teacher-learning process if parents were contacted at this early age of education when children are often eager to learn. Much of the ill will, negative attitudes, and public relations that may develop between the public and schools could be avoided. This early parent involvement may have eliminated personal, social, and economic problems of youth in this project.

2. The question of the amount of contacts would quite naturally arise. A teacher could not be required to visit each student's parents because it would be too time consuming for the parents as well as the teacher. One guideline offered here would be that each teacher should be required to visit the parents of each homeroom student. This would require from twenty to thirty-five visits a year. In this way a parent would receive a minimum of one visit each year for each child in the family. Each teacher would be allowed to make 60 visits each year. This would allow for one visit to each home and repeated visits where necessary to visit other than homeroom students' parents. The project personnel feel release time and funds should support such a program.

3. The timing of the visits must be carefully planned. The visits should not be made until the teacher and student have had an opportunity to become acquainted. Unless the teacher knows something about the strengths and weaknesses of the student, the discussion would be limited concerning the present and future needs of their child. Too much time should not elapse before intense problems develop. A visit to the home should build rapport for enlisting the parent's cooperation.

4. Home visits should involve discussion in the areas of education and vocational planning, social concerns, extra-curricular participation, and other areas of a more general, spontaneous nature. In order to insure results that are meaningful, the teacher should make detailed study of the past records, including all test data, grades and attendance records, preceding the visit to the home.

This could be the start for more efficient education. The student and teacher should benefit from the study of the records. More attention may be focused on the actual potential of the student. Much of the data that a teacher acquired through this research could be shared with the parent. Parents are often in need of guidance concerning the strengths and weaknesses of their siblings. Could it be that educators have reservations about informing the parents of their child's special abilities? When the teachers and parents become familiar with the educational and social needs of their child, better teaching by family support of education is possible.

5. In order to insure a functional program an incentive plan would have to be devised. This may be a merit plan because those who made the visits could be paid. It is suggested that the rate of pay should be commensurate with the adult education pay scale.

Better education is probably not insured through across-the-board pay raises. But the public could see these additional services expended and they would more readily support financing education.

Some teachers lose effectiveness through moonlighting that has no connection with education. A home visitation plan should reward the teacher with enough compensation so that additional employment may not be necessary.

6. Early education should be more highly personalized. The inner city seems even less personalized. In large urban centers the teachers and parents often live in their own worlds. Some parents may never make an attempt to meet their children's teachers. This is often interpreted as disinterest. Many parents are apprehensive about the schools, such as the lack of proper dress and a feeling of personal inadequacies might be involved. If the parents won't make contact with the school the teachers

of this project make contact with the home. Although the project teachers and counselors may have visited too late when behavior is very difficult to change.

Home visits are not proposed as a cure for all school ills. This study found that good will would soon be established and often resulted in increased academic interest and increased preparedness for vocations and life.

APPENDIX "F"

AVAILABILITY OF SCHOOL FACILITIES

Project personnel feel no other agency can offer to the public more adequate facilities than the local public school system. With the many Federal programs to aid the States in establishing activities for youth, it's rather ironic that property which could be wisely used is rather difficult to obtain or not utilized.

In arranging for facilities for project activities, project staff found that the open-door policy at Roosevelt Junior High School was a very functional one. Mr. Tucker, principal of the school operated the community service school without designated funds for operational expenses. This was a real asset in the operation of the explorer scouting and recreational activities for the Experimental group. Not only did the project benefit from this policy, but other community groups as well. Project personnel feel that opening the schools in the evenings and in the summer may not be prohibitive in cost of operation.

Additional costs in depreciation of physical facilities, supplies, and supervision could be furnished by other agencies. It may be feasible for funds through taxation may be a possibility if the community has access to the facilities. Recreation seems to be rehabilitative during the hot summers. If the opening of schools provides a "safety valve" for social disorders, then this proposal would be urgent. Custodians who are on shifts at the time most of the activities would take place would simply need to arrange their work schedule so that the rooms or gyms could be cleaned after the activity. This would save the cost of additional custodial expenditures. The project recommends a comprehensive plan be developed for summer and evening programs in the schools of the inner city.

APPENDIX "G"

VOCATIONAL EDUCATION IMPLICATION

This project magnifies the fact that all youth are not college material and bound for the Bachelor's degree. More alternatives should exist for vocational training for employment before graduating from high school. Many social ills of the project communities could be traced back to poverty. So often poverty could be traced back to unfortunate circumstances in the earning power of the family. This poverty could be traced back to the fact that the one who was to be the wage earner was not adequately trained to earn, or even deserve to earn, an appropriate income. It is quite simple to point an accusing finger at such a family and, thereby, indicate that they are the fault. The project leaves the question, does education have a responsibility in helping the non-vocationally oriented individual to become interested in developing vocational skills?

Many of the students in the project will never even pass through the doors of a trade school or college. Several of the project students begin their high school training, but in a year or two drop out of school. Those in the above categories are almost always totally unprepared to do any kind of work. Some wouldn't even have a job preference. Many complete their high school education. Which project students should or should not receive advanced training, a vocational area, either skilled or semi-skilled, or of a professional nature? Some project personnel believe that we could lead an individual to conform to any certain curriculum. But this often leads to difficulties for success in math, history, science, and English requirements. These students were required to study English grammar for many years, failing along the way, even though they could construct a reasonably intelligible sentence and had acquired the ability to speak well.

Future projects should attempt to instigate plans that would insure educational planning for all public school children from the ninth to the twelfth grade.

With technological advancements in equipment and machinery has come the decreased need for manpower to operate it. The project personnel questions schools being run on the nine months-on, and three months-off basis, with the apparent loss of training time and training facilities.

Project personnel recommend a design for a five-months-on and one-month-off basis of education with a new vocation oriented curriculum. Students would have some free time in which to replenish their stamina.

This additional month each year would give schools more time to prepare the child for academics and vocations. This could be accomplished through offering of alternative schedules that would lead to a high school certificate of graduation with competencies in certain areas.

The project personnel recommended that at least four units of vocational training should be required for graduation. One of these units should be exploratory in nature.

School schedules have the built-in ingredient of flexibility. Otherwise how can we meet the individual needs of these students. In order to help the student to meet certain college entrance requirements, an intensified program of study would be initiated for a three-month summer semester which could be conducted on a six-hour-day basis. The students would be tested to find their competency levels in the crucial areas and helped to attain standards through individualized instruction, class lectures, and study laboratories similar to the facilities of the Adult Basic Educational program. When the student reaches the high school equivalency norm, he will be recommended for college entrance. There should not be rigid restrictions on remaining in school for a certain period of months since educators are more concerned in removing obstacles for the training program of the student. Students should not confront so many blocks to educational goal attainment.

State Departments of Education should consider these problems that are a result of inadequate preparation for job competencies. Adequate vocational training is expensive but the result of self-supporting citizens should soon offset cost of his participation in tax-paying instead of a recipient of welfare benefits. A comprehensive vocational curriculum should be developed by State Department heads, industrialists, local industrial organizations, leaders in management and unions, business men, local school officials, and teachers who are vocationally oriented. It would be futile for a single agency to attempt to tackle a problem so basic to the welfare of the State. The project personnel would recommend this project be instigated in Oklahoma and instituted by the purchase of Clinton Sherman Air Base. Without the cooperation of all segments of government such an undertaking probably would not succeed.

Such vocational curriculum builders should also address themselves to the question: What harm would vocational training have for the college bound student? Would some of the educational goals be accomplished by more vocational training for all persons? Would vocational training offer alternatives to academic degrees?

APPENDIX "H"

CERAMICS CLASSES

One of the highlights of this project was the ceramics classes that were conducted at Roosevelt Junior High School for two years and at Carver Junior High School for one year. The classes were expensive from a financial point of view; but if the worth could be measured in building the self-concept of students, then this was probably a sound expenditure.

The classes for the Roosevelt students were held at Owen Park Recreation Center, a unit of the Tulsa City Parks. The directors of the unit are commended for their cooperation. The expense of using their facilities was very negligible and was for the purpose of using the kiln. The park house was located across the street from the school which made it very convenient. The classes at Carver were held in the Supervised Study classroom. The instructor fired the greenware in her private kiln at no additional cost.

The instructor of the classes was Mrs. Margo Sarver, a person who possessed an interest in ceramics, having a shop of her own. The classes were financed through project funds. The instructor arranged for the greenware and paints and was reimbursed on the basis of the profit made on the supplies.

The success of the program was due to the leadership of the instructor, Mrs. Sarver, who was a person through which the students found a key to success. She not only knew her trade, but had concern for the students. Several students seemed to become more pro-school as a result of their relationship with Mrs. Sarver.

Mrs. Sarver, with the help of other project personnel, directed a ceramics fair. Students from both schools brought finished ceramic pieces and these were judged. Ribbons were given as prizes for outstanding work. Mrs. Sarver contributed prizes for the best accounts of the story of ceramics. The fair included a talk by an employee of Frankoma Potteries in Sapulpa, Oklahoma; refreshments, and music. Some of the students who were winners at the fair had never experienced success such as this before, since many of those in the project were not outstanding individuals, yet students who needed to achieve.

The best way to teach tolerance is to be tolerant. The degree of acceptance shown by Mrs. Sarver was an example for students and teachers as well.

Students made field trips to Mrs. Sarver's shop. The groups made trips to Frankoma Potteries in Sapulpa, Oklahoma. Inspirational talks geared to the needs of the students, was one of the objectives of the field trips.

The classes for the Roosevelt group were conducted on Mondays. Each of the four classes would attend the ceramics class for one period on that day instead of meeting in the classroom. The classes were small in number, ranging from about six to ten, which made it an ideal size for this type of activity. The Carver classes met on Thursdays.

In this class in ceramics there were tangible aspects that are very gratifying for an individual. Many of the students were not highly motivated by the normal rewards given for effort in school. Grades were not a factor in ceramics. Ceramics offered the students a tangible reward they could see, feel, and take home with pride.

Ceramics was an entirely new experience for many students. For many this hour was the highlight of the week. The teacher indicated this was a "cultural" experience that so many of these students would never have taken advantage of on their own initiative.

Many students in the project were not interested in books—they needed something to do with their hands. Ceramics gave them this opportunity. This gave them the opportunity to see if they might enjoy or excel in an area of art. It was interesting to observe the reactions of two members of a class at Roosevelt, a boy and a girl. The girl had done a marvelous piece of work on a vase. The boy had completed the bust of a religious figure. The girl had a training school background. Both parties saw their finished products at the same time; however, the reactions were not the same. The girl was thrilled at the outcome of her masterpiece, which was a prize winner in a Ceramics Fair later—the boy, however, didn't even care to keep his because it did not please him.

Various analogies could be made from the above account; however, only a few will be listed:

1. Many of the students were in need of excelling. Too often they confronted failure at home and school. For too many, failures had become the accepted results. Project personnel encouraged these unfortunates to find success. Often these students' values depended upon school achievement, and not on their value as a person.

2. The boy's experience was another one of many that he had surely experienced in life. The teacher must attempt teaching or training at a level which the boy can succeed.

The ceramic pieces made pretty additions to the home environments of the students. However, many of the students gave them to others as gifts. A student, who dropped out of school at a later date, gave the principal of Carver Junior High two pieces of ceramics as gifts. Perhaps these pieces represent only a few of the things that he had ever completed in his life since he rarely completed a task before.

The ceramic activity allows the teacher an opportunity to analyze the behavior of the students in a more relaxed environment because a child will react differently as the environment is altered. Project personnel feel it is unfair to pre-judge an individual on the basis of classroom observations only. This is only one phase of a child's life. This was very evident in an observation of the performance of some students on the basketball court. Talents should be observed in many areas through which students can gain recognition. The value system, limited to the amount of A's a student can make may not be adequate.

As a result of this ceramics experience, some students found greater understanding between themselves and the teacher, and fellow students often saw each other in a different light. One who may have been rejected by his peers, may soon find that he is no longer isolated and the target of every joke, but an accepted member of the class. The acknowledgments of teacher and students' approvals made the difference.

This experience in ceramics may develop into a vocational choice. If not a vocational choice, a hobby may result. With this constructive outlet, a person might avoid destructive avenues of diversion.

APPENDIX "I"

EXPLORER SCOUTING

Many of the project students often seemed involved in planning for unorganized type activities. The direction of their activities and plans often depended upon the opportunities that were available. An innovative Explorer Scouting program was created by project personnel to steer students into worthwhile activities.

During the school year of 1966-67, contact was made with the Boy Scouts of America. Project personnel found enthusiastic leaders in scouting that were ready to move rapidly into program planning. Members of the project staff became the sponsoring committees. Two explorer posts were organized, one at Roosevelt Junior High and the other at Central High School. Leadership was supplied by staff members and an adult in the Roosevelt district was an assistant advisor. The students were not told they were joining Scouts because of their "knee britches" and "mile hiking" concept of scouting. Only after extensive involvement were they asked to pay 50 cents to become a member of scouts.

During the initial stages of development the youth leadership of the Roosevelt post consisted of the older, more resistive boys. It became evident that the group needed to be divided according to age. The older group of boys formed a softball team with the assistance of a field youth counselor and a juvenile court counselor. This group joined a league and remained active throughout the season winning a number of honors. The coaches observed a number of interesting developments in better behavior among members of the team.

The Central High School post lacked adult leadership; however, a few of the members showed leadership. During the second year two VISTA workers became active advisors. Due to the lack of interest and other responsibilities, the group became too small to function properly. One of the boys was determined to organize an extended trip into Canada. Even though progress was being made, the idea was finally abandoned. Present plans are to take a trip to the Hemisfair at San Antonio, Texas.

The Roosevelt post was again organized the second year and enjoyed a profitable year of activities under the leadership of their Supervised Study and Counseling instructor and a VISTA worker. The group went on outings, played billiards, bowled, assisted in a clothing drive, and other activities. The group continued to function during the summer months.

A new post was organized at Carver Junior High under the supervision of a counselor from the Family Services Division of the State

Welfare Department. The group remained very small and engaged in outings and joint adult-youth basketball games. An attempt was made to organize a regularly scheduled activity night, but the boys did not respond very well.

One explorer unit and a boy scout unit was organized at Lowell Junior High School. Although this school was not an official part of the project, it was included on an unofficial enlargement of the project. The participation by Lowell was originally in the area of group counseling and later included the scouting which was sponsored by the project.

The scouting office was very helpful in giving us direction and in arranging for the use of scout facilities.

The program of activities was not very scout oriented, but consisted largely of sports and camping activities. The leaders generally let the group make many of the decisions concerning activities.

APPENDIX "J"

CENTRAL DATA AND COORDINATING SYSTEMS

In the early stages of the development of this country, a bond existed between members of a family, community, or village. Certainly there were those who were blessed with more material wealth than others who were less fortunate in those days. Those inequities didn't incapacitate large segments of society that cause upheavals and dire poverty partly due to the fact that early America was largely a rural people which suggests a way of life that is far less complex than our present day society.

Urbanized America still hasn't reached its peak.

As time progressed, machines began to replace large segments of unskilled laborers which soon placed an economic burden on those who were not able or willing to acquire a skill. This, in turn, left huge segments of labor unable to meet the needs of their immediate families who often had left relatives and friends, who would have been able to give them assistance, back in rural America. Even today with the decrease in the demand for unskilled laborers, the less fortunate and less ambitious are found in unfortunate financial circumstances with all of its psychological influences.

Now it is evident that outside forces have, of necessity, been employed in order to cope with the problem of poverty and the accompanying social ills, of which lawlessness is one. Aid for the needy has developed into an enormous structure of governmental assistance until a great amount of duplicity is involved, since not only is one agency giving service to a family, but in some cases, several agencies.

This project for the Alleviation of Juvenile Delinquency was designed to create more functional lines of communication between various agencies, namely, State Department of Public Welfare, Vocational Rehabilitation, Juvenile Courts and Tulsa Public Schools. Due to the fact that all of these agencies have a mission by legislative mandate, that of assisting human beings in their efforts of socialization, it is extremely important that these agencies, and others that concern themselves with the same overall objectives, and make greater strides toward coordinating services. An attempt will be made in this recommendation to develop a depository of information and a method of referral that will eliminate some of the duplicity of service by agencies and will expedite needed services as a result of the availability of data on individuals and families already in the depository.

The recent documentaries on hunger in an affluent society may indicate that we may not be getting the right kind of service in the right place, at the right time, in the right amount. These poor and unfortunate people are not only referred to one agency, but often to a whole host of agencies, private and governmental. This project records indicate that as early as age nineteen our project students were referred to the Welfare Department. In a few instances families had been referred to as many as twelve different known agencies. In seeking assistance for one mother, the project school counselor took a woman to the Salvation Army, County and State Welfare Departments, Legal Aid, Credit Union, Oklahoma Employment Office, and went with her to get her son out of a city jail. Let's assume that each of the agencies mentioned would make an intensive clerical type case study on this family in order to qualify them for services. These underlying factors may contribute to the deterioration of the socialization process of the family. Many hours of research and reporting would be spent by each agency to collect data that could have been acquired by a central data system for our inner cities. This could be very economical, streamlined referrals for social, legal and educational services and could be important in the salvaging of human resources and the saving of much human suffering.

The primary responsibility for the operation of the data center should be that of the State government because of the universality of the need and mobility of families in the State. In order to make the plan more functional Oklahoma City and Tulsa urban areas should be selected as two bases of operations. Existing State office space and computers should be used to support this data center for social services.

The facility should include the data processing system, and other clerical equipment in order to expedite the availability and accessibility of the information. A specialist in the area of coordinating data input from all agencies should be employed to insure maximum efficiency of the data center.

A board of directors, consisting of a representative of ten government agencies concerned with the socialization process would be faced with the following responsibilities:

1. Develop guidelines of operation
2. Aid in the selection approval of all socialization services
3. Establish policy and procedure
4. Insure adequate and timely data is supplied each agency for sound decision making.
5. Report statistical findings to the legislature and Governor's office.
6. Furnish hearing and consultation of agencies of government.
7. Report the States most critical social needs and give these few needs top priority for funding each fiscal year. These needs may be in employment, welfare, education, corrections, vocational re-

habilitation, or other areas. The verification of these needs should be under the leadership of research specialists from the various agencies.

The day-to-day operation will be the responsibility of the director of each data center who would be responsible to the Board of Directors.

The center would be prepared to make initial interviews with patrons who are not familiar with the services of State agencies. After a thorough explanation, a questionnaire should be completed so initial information can be recorded and relayed to the servicing agency to which the client would be referred for services. The data center would arrange for an appointment with the proper agency. The client would receive an appointment card. This data center should save manhours and conserve professional resources of government.

The client reporting to a particular agency would not be a total stranger to the agency counselor because of initial data supplied by the information center for an early prognosis concerning the needs of the individual. The interviewing counselor will now make a study in depth of the client's needs.

The servicing agency will relay transaction between the agency and client to the data center. This flow of information would provide followup of referrals.

Records would be kept on all members of families who have been referred to and have received any type of assistance at the expense of private or public social agencies. Generations of families with social problems could be recognized and intensive rehabilitation services, social, employment and educational programs could be implemented to alleviate these families' problems.

Data would be vital for the evaluation of agency services and provide a basis for planning of future services. Unified approach of a central data system may help the less fortunate avoid deterioration in our society of human integrity, initiative, values, and worth. Juvenile Delinquency and social problems seem to be influenced by the lack of communication or the lack of coordination between social agencies. Some barriers between agencies probably could be avoided by instant and accurate information from a data center.

APPENDIX "K"

SUPERVISED STUDY
DISCUSSION GROUPS

GROUP LEADER'S REPORT FORM

Class________________________________Date of Meeting________

Leaders________________________________Enrollment__________

School____________________Hour_______No. Present__________

A. THE GROUP MEETING:

1. What matters were discussed? 2. What actions were taken? 3. Which actions required the most discussion and why? 4. On which matters was action postponed and why? 5. What plans were made for the next meeting? 6. What program was conducted at or after the meeting?

B. GROUP MORALE AND BEHAVIOR:

1. What kind of spirit did the group have, and why? 2. Which individuals or subgroups were especially active, and in what ways? 3. Which individuals or subgroups were in conflict with each other? 4. Did the group work well together or was it disorganized?

C. INDIVIDUAL PROBLEMS:

1. Which individuals need special attention or help? For what reason?

D. THE GROUP LEADERS:

1. What were you trying to accomplish at this meeting? What did you accomplish? Which problems concern you and what are your plans?

E. AGENDA FOR COORDINATING TEAM MEETING:

1. List items that you would like to discuss at your next conference.

APPENDIX "L"

DAILY CHECK FORM

I would like to see if a daily check on

____________________would help him/her to become more successful.

____
(Name of student)

DATE		Brings Equipment		Works in class		Well behaved		COMMENTS
		Usually Does	Usually Doesn't	Usually Does	Usually Doesn't	Usually Does	Usually Doesn't	

APPENDIX "M"

INTEREST QUESTIONNAIRE

Name____________________ School____________

Directions to Pupils: Answer the following questions just as you feel about them.

1. What two games do you like best?
2. Do you collect anything? If so, what?
3. What is your hobby?
4. What do you build or make for fun?
5. Do you go to the movies?______Name a movie you like best?
6. Do you have a pet?______If so, what kind?
7. What two television programs do you enjoy most?
8. Which school subject do you like best?
   Which school subject do you like least?
9. Check the type of reading you enjoy most: Stories_____Poems_____
   Comics____Magazines____True books (sciences, etc.)_____
10. Which way do you like best to read? Orally_____Silently_____
11. Which reading topics are your favorites? Automobiles_____
    Animals_____Indians_____Pioneers_____Inventions_____
    Airplanes_____Space Travel_____Mystery_____
    People of Other Lands_____Other Boys and Girls_____
    Name other topics________________________
12. How often do you read the newspapers? Regularly_____
    Sometimes_____Never_____What Sections?____________
13. When you grow up, what do you want to do to make a living?
14. What do you like to do best when you are not in school?
15. What do you enjoy doing with your family?
16. If you could have two wishes, what would they be?

APPENDIX "N"

WEEKLY REPORT

____________________WEEKLY REPORT____________________

1. Special problems with students (health, discipline, family, classwork, etc.)
2. Activities during week (films, special counseling, programs, etc.)
3. Notable project progress as evidenced by student attitudes, participation, work habits, etc.
4. Changes in class roster (new students, drops, transfers), schedule changes, address, telephone numbers, marital status, etc.
5. Suggestions for project improvement.

APPENDIX "O"

EMPIRICAL DATA FOR INNOVATIVE PLANNING

Death and payment of taxes are no longer the only two variables mankind has to take into account. Another variable is causing man much concern in almost every area of life. The implications inherent in it are unfathomable. The variable eluded to is change. Although man has always had to adjust in time, it is being forced upon him now. He has no choice if he wants to compete in the arena of successful ventures. An institution operating within the framework of antiquated principles will soon cease to function.

Change does not come easily. Trial and error are often painful, time-consuming, and expensive. Often change is the result of a chain of events over which a person has very little control. This type of change, although often beneficial, is not goal-oriented, but simply an emergency income to meet a pressing current problem.

Change is often resisted by those who have the power to initiate it. However, it is much less threatening to maintain the status quo. When personal prestige, comfort, and convenience take precedence over progress, it becomes necessary for an outside agent to exert certain motivating influences that will induce change. The Federal government has been the catalyst that has caused a great deal of change to occur all over America in many areas more commonly regulated by State laws.

The Federal government has initiated a lot of new innovations in the field of education as well as in other areas. The project on Behavior Problems was an attempt to coordinate the services of several agencies to make their joint influences felt in the lives of potential delinquents. The concept of communication between agencies is a vital one. Agencies cannot work effectively unless information is shared and duplicity of services is minimized.

PROJECT ACTIVITIES

Although a number of changes have and are occurring in public education, much more needs to be done in an attempt to meet the individual needs of the student. The following brief articles on phases of project activities, and proposed innovations may have further implications for change in the American educational system.

A number of project related activities have been conducted in and out of the project classrooms that have involved staff and students assigned to the project. Only a few of these have been included in this report.

Staff Meetings

Ceramics classes

Explorer Scouting